

THE  
Connecticut Common School Journal  
AND  
ANNALS OF EDUCATION.

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EDITED BY RESIDENT EDITOR.

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STATE TEACHERS' ASSOCIATION.

THE 16th annual meeting of our State Association was held in Waterbury on the 30th and 31st of October. It was feared that, owing to the state of the times and also to the distance of the place of meeting from some sections of the State, the number in attendance would not be large. In this the friends of the Association were happily disappointed. The number was unusually large and the meeting, as a whole, may be regarded as one of the largest and best ever held. An excellent spirit prevailed and the various discussions were conducted with spirit and good feeling and nothing occurred to detract from the pleasure of the occasion. The printed programme was carefully observed, and there was no failure on the part of those who had been announced to take part as lecturers, or teachers in the sectional meetings.

The Association met Thursday evening in the Baptist church which was well filled. The assemblage was called to order by the President, J. W. Allen Esq., and the divine

blessing implored by the Rev. Mr. Bailey, after which the Rev. Mr. Magill, in behalf of the Board of Education of the city of Waterbury, in a few brief and appropriate remarks, cordially welcomed the association to the city and assured its members of their interest in the objects of the meeting. The President made a suitable response.

The introductory lecture was given by Charles Northend, of New Britain, who gave a brief review of educational movements during the last thirty years, alluding to the various changes that had been made and showing that marked improvements had been made in many particulars. He gave a deserved tribute to Hon. Henry Barnard for services rendered in times of general apathy in school matters.

The lecture was followed by a discussion of the question "Should pupils be required to give answers in the precise language of the text-book?" The speakers were Messrs. D. N. Camp and J. N. Bartlett of New Britain, Pratt of Hartford, Harriman of New York, Burleigh of Plainfield, and J. M. Turner of Rockville. They were all agreed and on both sides of the question. While it was contended that it might be best to require certain rules and axioms to be given in the precise language of the book, it was the opinion of all who spoke that it was, in many cases, better to allow, and even to encourage pupils to give answers in their own language, provided the same were clearly and properly expressed. Various committees were appointed by the President after which the Association adjourned to meet at Hotchkiss Hall, at 9 o'clock next morning.

Friday A. M. The Association met per adjournment, and prayer was offered by Prof. Camp. The Auditors of the Common School Journal reported that they had attended to the duty assigned them and were happy in being able to report that the Journal would be free of debt at the end of the year. Messrs. A. Morse and F. F. Barrows of Hartford, and J. N. Bartlett of New Britain, were appointed to make all needed arrangements for the continued publication of the Journal.

At 9.40, A. Norton Lewis, Esq., Superintendent of the

Schools of Waterbury, gave a very entertaining and spicy lecture on "The Schools and School Teachers of Connecticut." Mr. Lewis occasionally invoked the aid of the muse and his many well given hits at "boarding 'round," etc., kept the large audience in excellent humor. It was a very creditable performance.

The question of "Truancy," its "causes and cure," was discussed with much interest by Messrs. Camp of New Britain, Thomas of New Haven, Lewis of Waterbury, and Wright of Greenwich, after which the President of the Association was instructed to bring the subject before our next Legislature with a view to secure any necessary legislative action.

At 11.15 the Association resolved itself into two divisions. The first or higher division was under the charge of Messrs. Pratt of Hartford, and Bartlett of New Britain. The question discussed was "How much time ought pupils be required to study out of school?"

The speakers were Messrs. Bartlett, Pratt, Lewis, Balcam and Ensign,—and the impression seemed to be that pupils should be encouraged to study from one to two hours out of school. The second division was under the charge of Prof. Camp and F. F. Barrows Esq. Each of these gentlemen gave some excellent hints, the former on Geography, and the latter on Mental Arithmetic.

At 2 o'clock P. M., the choice of officers took place and resulted as follows:

AUGUSTUS MORSE, Hartford, *President.*

JOHN N. BARTLETT, New Britain,

GEORGE F. PHELPS, New Haven,

W. L. MARSH, New London,

LUCIAN BURLEIGH, Plainfield,

A. NORTON LEWIS, Waterbury,

JOHN M. TURNER, Rockville,

B. B. WHITTEMORE, Norwich,

CHAS. H. WRIGHT, Greenwich,

F. F. BARROWS, Hartford, *Recording Secretary.*

J. C. HOWARD, Meriden, *Corresponding Secretary.*

CHAUNCEY HARRIS, Hartford, *Treasurer.*

*Vice Presidents.*

The new President was conducted to the chair and signified his acceptance of the office in a few appropriate remarks. The following vote was unanimously passed:

*Voted*, That the thanks of the Association be expressed to the retiring President, J. W. Allen Esq., for the able, faithful and impartial manner in which he has discharged the duties of the office during the last two years.

At 2.30 P. M. A. Morse Esq., of Hartford, gave a very earnest and sensible lecture on "The Teacher of the Present day." He forcibly urged the importance of inspiring both teachers and pupils with a higher ambition for the true performance of required duties. The lecture was listened to with much satisfaction by a large and attentive audience.

The lecture was followed by a discussion of the question "What motives should teachers use for securing study?" Messrs. Wright of Greenwich, Dowd of Danbury, Pond of Ansonia, Porter of Waterbury and others participated and the general feeling seemed to be that such motives as would tend to the development and cultivation of the moral faculties should be most prominent.

At 3.45 the Association again met in sections as in the forenoon.

The first division met under the charge of Messrs. Pratt and Bartlett, and Messrs. Dowd, Pratt, Bailey and others discussed the questions "How many branches ought pupils to attend to at one time?" "Should prizes be offered in school?"

The second division was under the charge of Messrs. W. L. Marsh of New London, and B. B. Whittemore of Norwich. Mr. Marsh gave some very sensible and practical remarks on the subject of Object Lessons, and illustrated one or two methods in this department. Mr. Whittemore made some valuable suggestions on the subject of Reading, and gave some illustrations which were listened to with deep interest by his audience.

Friday evening. The Rev. Lucian Burleigh of Plainfield gave a lecture on "The Parent and Teacher, or the Family and School." It abounded in good advice and valuable

hints and given in an earnest and clear manner and listened to with much interest by a very large audience.

After the lecture gentlemen from various parts of the State were called upon to make speeches,—each being limited to five minutes,—quite as long as some cared to speak. Among the speakers were Rev. Mr. Woodruff and Bushnell of Waterbury, Messrs. Pratt of Hartford, Thomas of New Haven, Dowd of Danbury, Bartlett and Northend of New Britain, Jennings of New London, Whittemore of Norwich, Pond of Ansonia, Turner of Rockville, Lewis and Porter of Waterbury and others.

The following Resolutions were then unanimously passed after which the audience united in singing America.

*Resolved*, That in the opinion of this Association, our Normal School, for the professional training of teachers, is indispensable to the true elevation of the profession and to the highest good of the educational interest of the State, and is therefore worthy a liberal appropriation from the State Legislature; and we hereby pledge our best efforts to promote the prosperity and extend the usefulness of this important institution.

*Resolved*, That our thanks are eminently due and are hereby cordially tendered to the local Committee, the citizens, and hotel-keepers of Waterbury, who have so generously opened their doors and extended their hearty welcome to the members of the Association, and we assure them that we shall long cherish among our pleasant memories the delightful hours we have just passed in their city and society.

*Resolved*, That we gratefully acknowledge the sympathy and co-operation manifested by the City Board of Education, and the cordial welcome extended by the Rev. Mr. Magill, one of their members, to the Association at the opening of our session; also, to the Baptist Society for the free use of its very pleasant church during that evening; and to A. Norton Lewis Esq., for his untiring and successful efforts to promote the interests of the Association.

*Resolved*, That the thanks of the Association be tendered to the Providence & Fishkill, Naugatuck, Housatonic, Norwalk & Danbury, and the New London & Palmer Railroad Companies for their liberality in granting free return tickets, to the members of the Association, over their respective roads.

*Resolved*, That the Association tenders its most cordial thanks to Messrs. Charles Northend, A. Norton Lewis, Augustus Morse, and Rev. Lucian Burleigh, for the able and instructive lectures with which they have favored us, and also to the other gentlemen who, by their suggestions and speeches have contributed so greatly to our pleasure and profit on this occasion.

*Resolved*, That as we return to our several fields of labor, we will cherish the memories and inspirations of this annual meeting, and under an increased sense of the greatness and responsibility of our work, we will address ourselves with renewed energy and fidelity to the promotion of the highest temporal and spiritual good of our pupils.

The editor of the Waterbury American thus speaks of the gathering:

The number of Teachers present we understand was between three and four hundred, about three hundred of whom were ladies. That such a constellation of educated women, ranging from 20 to 30 years of age, devoted to a noble profession, should attract attention, was nothing more than would be expected; but few, we believe, were prepared to see such an array of beauty, intelligence, refinement and lady-like demeanor; whether in their assembly or on the promenade, their remarkably fine physique, intellectual expression, their tasteful costume and graceful air, was a subject of general remark; and Connecticut may well be proud of her schools, where the education of the rising generation is committed to the custody of such estimable and accomplished hands. The favorable impression they have left behind them will not easily be erased from recollection. During the hours of recess, our promenades were made gay by their presence, and pains were taken to show them the prominent points of interest in the city, our large manufacturing establishments, &c., which evidently gave them great satisfaction. We have said little of the men teachers, not because they do not merit notice, but because they can take care of their own interests.

As a parting testimony of respect, on the night before the Teachers left town, at the suggestion of some of our prominent citizens and his honor Mayor Bradley, the ladies were serenaded by Tompkins' Band, between 11 and 12 o'clock, beginning at the Scovill House and visiting other residences in near proximity, where they were guests. The Scovill House parlors were thronged with the fair guests and others, who sang some fine songs, which added not a little to the joyous occasion.

The next morning the Teachers bade adieu to their entertainers, and took the cars for their homes, which we presume they reached in safety. May happiness and success attend them.

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**"WORK BUT DON'T WORRY."**

SUCH was the advice given by one of the speakers at the late meeting of our State Association. It was good advice and we wish it might be heeded. There is nothing more wearing and destructive to the mind than "worrying." And yet how many are constantly indulging in it. The minister too often worries because he cannot see better results of his labors; the farmer worries lest the weather shall be too hot or too cold, too wet or too dry for the benefit of his crops; the merchant worries through fear that his sales or profits may be too small; the rich man worries lest his wealth may be decreased; the poor man worries through fear that he may come to want; the manufacturer worries lest his cloth may be rejected for its excess of "shoddy," or lest he may fail to realize a little more profit than others; the teacher worries because his pupils are not angelic in their deportment and knowledge. And so there are *worriers* in all departments. We are a race of worriers,—wicked, foolish, needless worriers.

"But," says the teacher, "how can I help worrying. My scholars are dull and heedless; I have to tell them over and over again; they pay no attention to my words. How can I help worrying?" We answer, work earnestly, faithfully, wisely. Let your work be well done, and seasonably done, and then you'll have nothing to worry about. The indolent, careless, unfaithful teacher ought to worry and be worried; but the good teacher never. The husbandman who carefully prepares his ground, sows the seed and cultivates his crop has no reason to worry even if he fails to reap a full harvest. He has done his part and whatever the result may be he may and should feel cheerful and satisfied.

Teacher, don't *worry*, and that you may not have occasion to, be sure that you work "with all diligence" and with a

strong and persistent desire to be faithful. If your pupils do not learn as fast as you may wish you need not worry unless you have been negligent or unfaithful, in which case you ought to be worried and troubled.

Cheerfulness is a virtue; it is more, it is a christian duty. The nearer one approaches to fidelity in duty the more cheerful he may feel. Therefore, teacher, aim to be cheerful; not trifling,—but cheerful and hopeful; hopeful because faithful, and cheerful, because your work, well done, was a good one. A faithful and cheerful teacher will fill the school-room and the hearts of his pupils with sunshine, while a sad, desponding, worrying teacher will produce an atmosphere of gloom and despondency. As the teacher, so the pupils.

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#### REPLY TO "HINTS FOR THE TIMES."

MR. EDITOR: My attention has been called to an article in the September number of your Journal, entitled "Hints for the Times," which contains some sweeping assertions of a most extraordinary character. Let us examine briefly some of the opinions of the author of it.

1. *He does not believe in explanation on the part of either text-book or teacher, but the scholar must be put to hard work, and learn what he can unassisted and alone.* If any thing cannot be understood by him there is to be no help for him, for help would be of no use, because if it be afforded there is "no discipline, no training, no gymnastics for the mind." Our author longs for the return of the old times when "scholars were called upon to beat their brains over tough and knotty points and do some hard thinking," and recurs in joyous recollection to the scenes of the school-room in those times, and says, "the task, the lesson was difficult, the hours of work long and severe, but how rich the triumph of the recitation-room, how glorious the well-earned and well-enjoyed relaxation of the tri-weekly half holidays." I, like him, remember conquests on "tough and knotty points, with great pleasure; but there are sorrowful remembrances

also, and many more than the joyful ones, for there were many points that I could have mastered with the help of a little explanation from the teacher, but as that help was not given, I was left to suffer the depressing effect which a failure always produces upon the mind. Perhaps if I had been made of as stern stuff as the writer of "Hints for the Times," I should have experienced no such depression; but as it was I did, and it was this sad experience, and not "the triumph of the recitation-room," that made me long for the "relaxation of the tri-weekly half holidays."

There are certain plain principles in regard to explanation which this writer wholly ignores. 1. When explanation is a positive necessity it ought to be afforded. If a pupil cannot possibly understand a point by his own efforts alone, he ought to have the help which he needs. To let him pass over the point without understanding it is doing him an injury. It is not a mere loss of so much knowledge, but a positive injury to the mind. Either he is discouraged, and thus the energies of his mind are impaired; or he contents himself with memorizing the point in the exact words in which it is expressed, satisfying the teacher, if he be such an one as the writer of *Hints for the Times*, with a glib recitation, and thus helps to fasten on himself the habit of using words with little thought of their meaning, a habit which is largely productive of the loose thinking, writing, and talking that are abundant in the world. It may be that the amount of explanation requisite is very little—a mere suggestion may answer, or even a question. That it is the duty of the teacher to find out just what help is needed and to render it there is not a doubt. And he must not be satisfied with giving the little help which is commonly required, but he must patiently and perseveringly exercise his skill in explanation in those cases which require much help. How rich the reward to the teacher in such a case when, after presenting the point in various phases, the brightened countenance of the pupil at length tells him that his mind grasps the idea which is the key to the whole, and feels the genial stimulus of the success which has crowned the joint

efforts of pupil and teacher! 2. Explanation, when it excites the mind to farther exertion, so far from doing harm, does positive and sometimes great good. It is by appropriate explanation that the heedful teacher imparts his own interest and enthusiasm to his pupils, and thus leads them to encounter the labor of learning without the feeling that it is mere drudgery. *It is only when explanation is not needed that it ministers to indolence, and thus impairs mental energy.* 3. The teacher who explains to his scholars, whenever it is proper to do so, creates a community of feeling between them and himself which is essential to successful teaching, the absence of which in the case of the mere hearer of recitations is often painfully evident.

If these views are correct the skillful teacher is a skillful explainer—that is, one who is able to adapt the amounts and modes of his explanations to the necessities of the individual scholars. A mere recitation-hearer, with book in hand to test the correctness of the recitation, is not a teacher. He does not teach unless he explains. If he does not explain, the book does all the teaching, whereas it should be done by both, the teacher adapting the teaching of the book to the individual learners by his additional explanations.

So far from its being a prominent defect in the text-books of the present day that there is too much explanation, there is generally far too little, and much of what there is in them is unskillful. So true is this of most of them, that the needless drudgery to which pupils are subjected in going through them, together with the discouragement attending their utter failure to understand many of the points with which the memory is burdened, has a depressing influence upon the mind, upon its enthusiasm and therefore upon its energies, which often more than counterbalances the good which it gets either in the way of information or vigor from the conquest of “tough and knotty points.”

Most of the teaching too is not simple enough; that is, it is not attended with sufficient explanation. From a pretty extensive observation of schools, watching recitations, and now and then asking a question, I am convinced that most

teachers in all the departments presume too much on the knowledge of their pupils. They are not aware how little their pupils understand of the just principles of what they teach, and the teachers themselves would often be embarrassed if put to the test of an examination on these principles from the habit of letting forms of words pass through their minds without a full comprehension of them, a habit derived from the rote-education which they passed through during all their childhood and youth.

After all that has been said against rote-learning, it is still the grand defect in education. Most of the text-books are so constructed as to encourage it, the habits of teachers contracted while they were in the process of education tend the same way; and then besides all this, it being easier to memorize than to think, the indolence of the scholar leads him to prefer it, and (shall I say it?) it being easier for the teacher to hear memorized recitations than to explain and to answer questions apt to be asked by pupils who understand what is explained, he perhaps indolently resigns himself to the course which the pupil likes. And this is the more readily done as it is not inconsistent with making a good show at an examination before parents and committees, provided no meddler undertakes the ungracious task of finding out how much of actual knowledge there is under the mass of words so volubly and correctly recited.

Perhaps the writer of *Hints for the Times* will say that I overstate his sentiments in regard to explanation. If I do, then he overstates himself, for he makes no reservations, and no one could infer from his language that he ever helps a pupil with one word of explanation, to get him out of any difficulty. I presume however that in actual practice he does not carry out to the full the opinions which he so sweepingly asserts. At least it is to be hoped that it is so.

2. It is asserted, by this writer, of the so called physical sciences that "*there are no lessons of practical or useful wisdom to be got from these sciences.*" What! no practical lessons to be learned from air, water, heat, light, and the various substances that make up the solid earth, though we

have to deal with them *practically* all the days of our lives! Is there nothing practical in the science of farming for the farmer, nothing practical in the science of machinery for the mechanic? And are there no lessons of "useful wisdom" to be learned by man from the workmanship of the *all-wise* God in the immense variety of his creation? The only comment with which the writer accompanies this strange assertion is this: "Solomon's knowledge of every plant from the hyssop to the cedar, might have made him a skillful dealer in simples, or a safe retailer of botanic medicines, but would hardly have made him any thing else." A strange contempt does this show in the writer for all knowledge of the wonderful phenomena of vegetable life. And the same contempt has he for all the physical sciences, for he says of them in the mass that "they draw us down to grovel among pebbles and shells, among worms and bugs, among weeds and dirt, among all things gross, fleshly and earthly." For my part I do not think that I am debasing myself when I "grovel" with Agassiz "among worms and bugs," and with Dana, and Hitchcock, and Hugh Miller "among pebbles and shells," and read with them the grand teachings of the creator inscribed upon things "gross, fleshly and earthly," and our unexplaining teacher may confine himself if he will to the region of mind and faith, to "things that are seen only by the mind's eye," and have nothing to do with "things which are handled and felt," and raise his pupils, if he can, to that empyrean region in which his pure mathematical soul seems to be so much at home.

The other positions of the writer I will only mention now, reserving an examination of them for the next number.

3. The writer asserts that there is in the study of the physical sciences "little or no mental training, no gymnastics for the mind."

4. They are not at all fitted for elementary education.
5. He disapproves entirely of object-teaching.

A TEACHER.

For the Journal.

## A GLIMPSE OF AFRICAN SCHOOLS.

FREETOWN, SIERRA LEONE, WEST AFRICA, July, 1862.

MY DEAR JOURNAL:—I do not propose to write you a formal essay on education in Africa, but simply to note down a few stray thoughts, as they may occur, concerning the schools of this strange, wild land. I well remember how a class of us, years ago, in an old New England school-house, used to study the geography of Africa, and commit to memory the names of its countries and capitals; but I verily believe that we knew little more of its real character, than do the people of the Fejee Islands. It is, in truth, a region of “darkness and the shadow of death.” But yet, even here, the light of education and Christianity is beginning to shine, and on soil once polluted by heathen orgies, the church and school-house may now be seen. Even in the deadly climate of this West Coast, the faithful missionary has traveled through many a jungle, and journeyed on many a sluggish river, to proclaim to perishing souls the sweet “story of the Cross.” With the exception of Liberia, the schools of this part of Africa are mostly in connection with some mission station.

I might easily fill pages with a description of the men and things, quaint customs and wild scenes of this mysterious continent; but it would occupy far too much space in the crowded columns of a monthly. Almost my first glimpse of Africa revealed something of its educational progress. We had been tossing on the ocean for nearly forty days, now fiercely driven by a gale or tornado, and now idly rolling on the swells in the heat of a tropic calm, when one morning, as the fog lifted, Cape Mesurado was towering in full sight just before us. This cape, as you will recollect, is very near Monrovia, the capital of Liberia. On its summit, in plain sight from the sea, stand the beautiful buildings of “Boston College,” erected by the generosity of a few Bostonians at an expense of some forty thousand dollars. The situation is very pleasant, having the full benefit of the ocean breezes, and commanding an extensive prospect

both of land and sea. All connected with the college, president, professors and students, are colored men, and yet it is in a very prosperous condition. The officers are highly educated and accomplished, and it is to be hoped that many of the sons of Africa will here be prepared for extended usefulness. Good schools, taught by native teachers, are established at most of the larger settlements in Liberia, and the educational prospects of the young republic seem brightening. At Cape Mount, we noticed the neat little chapel and school-room occupying prominent positions.

As we came from Monrovia to Freetown on the English war steamer, "Flying Fish," we had an opportunity of stopping at the Banana Islands, also at Kent, nearly opposite, on the continent. These places are settled by "liberated Africans,"—a term applied to those natives who are taken from captured slavers by the British fleet. They are carefully watched over and protected by the English government, and schools are established, which the law requires each child to attend. The Church Missionary Society of England has several mission-stations among them, and supports a number of native preachers. I was much pleased with the progress which the people are making in education. One day as I was walking on the Island of Banana, becoming wearied and faint in the burning heat of the tropic sun, I sat down under the shade of a palm tree to rest. Seeing a native boy of some twelve years, who had followed me from the town, lingering near, I beckoned him to my side, handed him a pocket-testament, and requested him to read. He complied; and in clear tones, and with a surprisingly correct emphasis and pronunciation, which told that he understood the words he uttered, read a beautiful chapter from one of the epistles. I was rejoiced, as we sat together amid those groves of orange, palm, cocoa-nut and bread-fruit trees in a land of heathenism, to find so young a boy who could read and understand the truths of God's Word.

In company with Capt. Anderson, of the Royal Navy, we landed at Kent, and caught a passing glimpse of its

school and church. Many years ago several large buildings were erected here for educating the liberated Africans, but of late they have fallen into decay. A lofty, arched gateway, now crumbling into ruins, leads into the enclosure, and half-fallen walls of massive stone, covered with green moss and clinging vines, mark the spot where noble structures once stood. As we entered the school-room, the pupils all arose and with united voices saluted us with a "salam,"—a native mode of welcome. There were some fifty scholars present, neatly dressed, and with bright, intelligent faces. The native teacher seemed well qualified for his position, and so far as our observation extended, the school would compare favorably with many in America.

In this city, Freetown, the capital of the English Colony of Sierra Leone, and containing eighteen thousand inhabitants, there are quite a number of excellent schools. We visited a Grammar school, taught by a colored professor and several assistants. The school-house is a large two story edifice of stone, with a spacious hall for general exercises, and various recitation and ante rooms. An enclosure on one side, shaded with orange, cocoa-nut, and other tropical trees and flowering shrubs, forms a pleasant play-ground. The students in this school are all young men, or boys well advanced in learning. Several are preparing for the ministry, and a large number for teaching. The classes exhibited much proficiency in the different branches pursued. In the schedule of studies I noticed Latin, Greek and Theology, besides most of the higher English branches. Various beautiful mottoes in Latin and English hung upon the walls. One of these, "Peace be within these walls," seemed to me peculiarly appropriate for a school-room. In the hall, the students went through with a variety of manual exercises, similar to those adopted in American schools, and sang several beautiful songs. The school-books used in Africa are mostly brought from America and Europe. Among these students I remarked many thoughtful earnest looking faces. Strict attention was given to whatever was said to them by teacher or

visitor. In fact I have been greatly surprised to see the courtesy shown by the natives of Africa to strangers. When I first landed at the Banana Islands, every child or grown person to whom I spoke returned my salutation with a smiling face, and pleasantly uttered "Thank you." And in passing through the streets of barbarian and semi-barbarian towns, I have seen nothing of that impudence and over-grown greatness which marks some eight year old American boys, and renders a safe passage by certain New England country school houses during "recess" or "noon time" quite a feat for the venturesome traveler.

At Fourah Bay, just on the limits of the city of Freetown, a college was in successful operation for several years, but is now suspended. There are two weekly papers published here, edited and printed by natives, which show considerable talent. With Mr. M. H. Davies, editor of the "*Free Press*," we formed a very agreeable acquaintance. A monthly sheet, "*The Early Dawn*," is also published at the Mendi Mission.

A few days since we were present at the closing exercises of a primary school in this city. There were about two hundred boys and girls, nearly of a size, several teachers, and two or three visitors, gathered in the large hall, but not a single white face among them beside our own. The school went through with some interesting general exercises and sung a beautiful hymn. There were three rows of seats running lengthwise through the long hall, and at a given signal the children knelt on both sides of these forms, making six long lines, and repeated in concert an appropriate prayer. It was a touching sight; two hundred of the dark browed children of Africa kneeling with bowed heads and clasped hands, and two hundred sweet childish voices blending in a petition to God for the forgiveness of their sins, and for his blessing to rest upon them, their teachers, parents and friends. A beautiful sight indeed for a heathen land. As the prayer ended they rose from their knees in perfect concert, and passed out, keeping step to the tap of a rule which the principal held in his hand. On the farther

side of the hall, I noticed the loyal motto, "Long live Prince Alfred," which told me that I was not in a republic.

But, my dear *Journal*, my paper is already more than full, and though much more might be said concerning African schools, I will forbear, trusting that you will excuse the somewhat frequent occurrence of the first person singular.

S. J. W.

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#### WHAT A TEACHER SHOULD BE.

A polished man; so affable and mild,  
His very grace should awe the rude and wild;  
His smile win love, his slightest frown bring tears;  
His gentleness dispel the coward's fears;  
His just discernment make no partial choice:  
'T is plainest bird that pipes with sweetest voice.

The learned man; with skill to grasp the lore  
All but the sages' hieroglyphic store;  
To strip the glorious stars of myths and signs,  
And teach how God's great wisdom through them shines;  
To pluck the flowers, and show His skill who made  
The modest violet and the velvet blade;  
To smite the rock, and by its sparkling grains  
Unfold its nature—born of seas and plains;  
To range the universe with varied skill,  
And mould rich thoughts to beauty at his will.

A social man; not he whose stately walk  
Keeps pompous time to high resounding talk,  
Gains the sweet homage of the unfolding mind—  
A trust more sacred than the wealth of Ind,—  
But that rare teacher who the lowliest makes  
A sharer in his joys, and warmly takes  
The little poor boy's hand with zest as great  
As though his father steered the 'ship of state.'

A Christian man; all princely virtues meet  
In one who sitteth at the Saviour's feet;  
Though honors crown, though wealth encompass him,  
Their splendor in religion's light grows dim.  
Wealth without Christ is but a scorpion-rod,  
There is no honor like the love of God.

So should he teach; in every lesson find  
Some precious grains for the immortal mind,  
And lead his charge not only up the hight  
Of great Parnassus, with its founts of light,  
But to high Heaven, where he one day may stand,  
A godlike teacher, with a godlike band. [*Educator*.]

## TEACHING CHILDREN TO LIE.

CHILDREN are often taught to lie. Very many of them readily accept such teaching. They are apt pupils. Fathers and mothers and teachers teach them to deceive, to be false, to lie. Children take to lying almost as readily as a duck to a green puddle. Moral and religious training alone can make them truthful. Without this training they are certain to grow up into habits of untruthfulness. Liars of every grade, from the gentle equivocator to the deliberate, malicious falsifier are found in almost every school. They need to be watched, taught, reformed. By many good and wise teachers, truthfulness in all its purity and nobleness is faithfully inculcated, and conscientiously exemplified. By many less good and wise, falsehood is taught by precept and example. This bad teaching is given in various ways.

1. Children are taught to lie by a teacher who gives them false reasons for his acts. He has an object to accomplish, which he would conceal from his pupils; he therefore presents an untrue reason, or unreal motive, instead of the true or real one. For example. At the public examination of a certain school the teacher of one class said in a low tone to the poor scholar at the foot, " You need n't recite to-day. We shan't have time to hear you." The boy instantly replied, "*Is that the true reason, sir?*" The teacher had lied to the boy, and the boy knew it. What effect that one lesson may have had, time will tell. Children are quick to detect departures from truth on the part of the teacher. They are equally quick to say, " If our teacher does such things, it is right for us to do them." If a teacher is detected in a single instance of falsehood, his moral power over his pupils is weakened—perhaps destroyed.

2. Children are taught to lie, when they are trained to seem to know more than they do know. This is a too common mode of giving this kind of instruction. Public examinations of schools, if real examinations, are highly useful; but if, as is frequently the case, they are shams and humbugs, they are exceedingly pernicious.

When, preparatory to an examination, one part of a book is assigned to one scholar and another part to another, and afterwards they are made glibly to recite their several parts in such a manner as to say in substance to the public, "This is a fair specimen of our knowledge of the whole book," the examination is a downright lie. The children have learned a dreadful lesson.

We once heard at an examination a brilliant exercise in mental arithmetic. We afterwards said to a girl who had distinguished herself in the exercise, "Did you know that you were to recite the particular examples which you performed?" "*I did,*" was the answer. The class had been deliberately taught to deceive the public.

One of our former teachers, wishing a class in spelling to appear well, drilled the class upon six words on each page of the spelling-book. At the close of the term we seemed to the assembled audience to know every word in the book. The teacher and the pupils knew how great a falsehood had been told.

Many a brilliant examination, that has elicited admiration and applause, has been nothing but a deliberate sham—an outrageous swindle. In a moral point of view, the man who thus deceives the public is as blameworthy as the man who obtains money from his neighbor by false pretences—aye, even more so; for the man who swindles for the sake of money injures but one person, perhaps, pecuniarily, and no one but himself, morally; whereas the teacher who strives to gain applause dishonestly, does so at the cost of the moral character of every one of his pupils. "If it is fair to cheat in school, it is fair to cheat elsewhere!" So say quick-judging boys and girls.

3. Children are taught practical lying by a teacher who pretends to be doing what he is not doing. For the sake of detecting scholars in wrong acts, the teacher sometimes makes a pretence of being profoundly inattentive to what is going on in the school-room, while every child possessing a particle of brains knows that the teacher is eagerly watching for any violation of rules.

We remember a teacher who used to spend a large part of his time in seemingly profound study. With his book before him and his eyes shaded by his hands, he said by his actions "Boys, I am studying. I shall not see you, if you do play." But the boys soon learned that when the master thus told them he was not looking, he was looking very sharply between his fingers. They soon learned to say, "That is a game we can play as well as you;" and *they played it.* The lesson in acting falsehoods was quickly learned.

4. The making of promises that are not fulfilled, and the uttering of threats that are not executed, tend to make children think lightly of untruthfulness. The sacredness of one's word cannot be too carefully guarded.

These are but a few of the ways in which children in school are taught to speak and act falsehoods. Believing that teachers have much to do with the moral character of their pupils, exerting an influence upon them which can never cease, we hold it to be the duty of every teacher to be open, aboveboard, true, in all his dealings with his young charge, and to utterly abhor all shams and false pretences. If a man cannot sustain himself in school without lying and swindling, thus teaching his pupils to lie and swindle, let him abandon school-keeping, or die, or do something else equally useful to the public.—*Mass. Teacher.*

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#### RESULTS OF OUR SCHOOLS.

In a volume recently published, entitled "North America," and written by Anthony Trollope of England, we find a somewhat detailed account of the schools of New York, Boston, &c., in which there is much commendation expressed. After speaking in strong terms of praise of the schools he thus speaks of the results:—

[*Resident Editor.*]

"The numbers of the popular books of the day, printed and sold, afford the most conclusive proof of the extent to which education is carried in the States. The readers of Tennyson, Thackeray, Dickens, Bulwer, Collins, Hughes, and Martin Tupper, are to be counted by tens of thousands in the States, to the thousands by which

they may be counted in our own Islands. I do not doubt that I had fully fifteen copies of the 'Silver Cord' thrown at my head in different railway cars on the continent of America. Nor is the taste by any means confined to the literature of England. Longfellow, Curtis, Holmes, Hawthorne, Lowell, Emerson, and Mrs. Stowe, are almost as popular as their English rivals. I do not say whether or no the literature is well chosen, but there it is. It is printed, sold, and read. The disposal of ten thousand copies of a work is no large sale in America of a book published at a dollar; but in England it is a large sale of a book brought out at five shillings.

"I do not remember that I ever examined the rooms of an American without finding books or magazines in them. I do not speak here of the houses of my friends, as, of course, the same remark would apply as strongly in England, but of the houses of persons presumed to earn their bread by the labor of their hands. \* \* \* A porter or a farmer's servant in the States is not proud of reading and writing. It is to him quite a matter of course. The coachmen on their boxes and the boots as they sit in the halls of the hotels have newspapers constantly in their hands. The young women have them also, and the children. The fact comes home to one at every turn, and at every hour, that the people are an educated people. The whole of this question between North and South is as well understood by the servants as by their masters, is discussed as vehemently by the private soldiers as by the officers. The politics of the country and the nature of its constitution are familiar to every laborer. The very wording of the Declaration of Independence is in the memory of every lad of sixteen. Boys and girls of a younger age than that know why Slidell and Mason were arrested, and will tell you why they should have been given up, or why they should have been held in durance. The question of the war with England is debated by every native pavior and hodman of New York.

"I know what Englishmen will say in answer to this. They will declare that they do not want their paviors and hodmen to talk politics; that they are as well pleased that

their coachmen and cooks should not always have a newspaper in their hands; that private soldiers will fight as well and obey better, if they are not trained to discuss the causes which have brought them into the field. An English gentleman will think that his gardener will be a better gardener without than with any excessive political ardor; and the English lady will prefer that her housemaid shall not have a very pronounced opinion of her own as to the capabilities of the cabinet ministers. But I would submit to all Englishmen and Englishwomen who may look at these pages, whether such an opinion or feeling on their part bears much or even at all, upon the subject. I am not saying that the man who is driven in the coach is better off because his coachman reads the paper, but that the coachman himself who reads the paper is better off than the coachman who does not and cannot. I think that we are too apt, in considering the ways and habits of any people, to judge of them by the effect of those ways and habits on us, rather than by their effects on the owners of them. \* \* \* When we express a dislike to the shoeboy reading his newspaper, I fear we do so because we fear that the shoeboy is coming near our own heels. I know there is among us a strong feeling that the lower classes are better without polities, as there is also that they are better without crinoline and artificial flowers; but, if polities and crinoline and artificial flowers are good at all, they are good for all who can honestly come by them and honestly use them. The political coachman is perhaps less valuable to his master as a coachman than he would be without his politics, but he with his politics is more valuable to himself. For myself, I do not like the Americans of the lower orders. I am not comfortable among them. They tread on my corns and offend me. They make my daily life unpleasant. But I do respect them. I acknowledge their intelligence and personal dignity. I know that they are men and women worthy to be so called. I see that they are living as human beings in possession of reasoning faculties; and I perceive that they owe this to the progress that education has made among them."

**RULES FOR YOUNG TEACHERS.**—1. Begin to teach any science, with the elements, the foundations, the sources of the science, and remain there till they are well understood.

2. In descriptions, show, first, if possible, the thing itself; next, its best illustrations by pictures, drawings, or apparatus; last, descriptive or defining words.

3. Let nothing be learned by mere rote; have every term and principle understood when committed to memory.

4. Let technical names follow the idea. When the idea is comprehended, give its name, and, if possible, its etymological pertinency.

5. A rule should be the summing up, in the briefest and happiest terms, of the results of a prior investigation, the better to keep the principle in memory or to state it to others when called for. Let it be stated after the leading facts that underlie it are collected and understood.

6. Go with your pupils always, in pursuit of any result to which you would lead them. Begin on the earth and lead them upwards. Don't take too long steps, don't leap, but let them see each step following the other in regular succession. Remember, especially, the little ones, and take them by the hand, if necessary.

7. Never assume perfect knowledge. Let your pupils know you are still a learner a little ahead of them. When you do not know, say so, assuring them you will try to find out and tell them, if it be a matter of importance. But let not ignorance of things you ought to know often appear.

8. First, draw out of your pupils all you can by well put questions. Let your communications, illustrations and rules follow.

9. Be familiar, as near your pupils as possible, inclining toward them, looking at them in the eye, and reading every emotion.

10. Be earnest, as though the thing you are now teaching is the most important in the world; impressive, as though determined to leave a mark that can not be obliterated.

11. Demand the strictest attention, and always stop when you find any member of a class listless or trifling.

12. Be patient with the slow and sure; they will be your best pupils in the end; and never try the patience of your class by keeping them until they are wearied out.

[*New-Hampshire Journal of Education.*

**ENGLISH AND AMERICAN SCHOOL GIRLS.**—Anthony Trollope, in his new book on America, (a work of which we may have something to say hereafter,) thus speaks of our school girls:—"I do not know any contrast that would be more surprising to an Englishman, up to that moment ignorant of the matter, than that which he would find by visiting, first of all, a free school in London, and then a free school in New York. The female pupil at a free school in London is, as a rule, either a ragged pauper or a charity girl; if not degraded, at least stigmatized by the badges and dress of the charity. We Englishmen know well the type of each, and have a fairly correct idea of the amount of education which is imparted to them. We see the result afterwards when the same girls become our servants, and the wives of our grooms and porters. The female pupil at a free school in New York is neither a pauper nor a charity girl. She is dressed with the utmost decency. She is perfectly cleanly. In speaking to her you cannot in any degree guess whether her father has a dollar a day or three thousand dollars a year. Nor will you be enabled to guess by the manner in which her associates treat her. As regards her own manner to you, it is always the same as though her father were, in all respects, your equal."

**A BEAUTIFUL ILLUSTRATION.**—It is said of the Icelanders, that they scrupulously observe the usage of reading the sacred Scriptures every morning, the whole family joining in the singing and prayers. When the Icelander awakes, he salutes no person until he has saluted God. He usually hastens to the door, adores there the Author of Nature and Providence, then steps back into the dwelling, saying to his family, "God grant you a good day!" What a beautiful illustration is this of the Christian obligation on the part of households to recognize and worship God!

**HOW MIST IS GENERATED.**—The production of mist is the subject of a note by the veteran Dr. John Davy, (brother of Sir Humphrey,) in the “Edinburgh Philosophical Journal.” The cause usually assigned for mist is the access of cold air, and its admixture with warmer air, saturated, or nearly saturated, with moisture, (such as that resting on the surface of large bodies of water,) and strikingly exemplified in our autumnal and winter fogs, when the water, owing to the heat absorbed during summer, is of a higher temperature than the inflowing air. Dr. Davy, however, refers to another cause, not so much noticed, viz:—a mild, moist air, coming in contact with a colder air, equally humid, resting on cold surfaces, whether of land or water, about the end of winter or beginning of spring. He describes mists which he considers to have been thus formed in the lake district of Cumberland. To a similar cause, also, he refers the phenomenon termed sweating, which is the precipitation of moisture on walls and flagged floors excluded from the influence of fire. He also attributes to a warm south wind, succeeding a very cold north wind, the deposition of a large quantity of moisture in the gallery of a nobleman in Devonshire, and quotes the saying in Homer, “The south wind wraps the mountain top in mist.”

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**SIZES OF NAILS.**—In the August number of the Ladies’ Repository I saw the inquiry, “Why are nails designated by the terms sixpenny, eightpenny, etc ?” As I am not aware that the question has ever been answered, I thought I would send you what I believe to be a true solution of the mystery. I am a native of Sheffield, England, where immense quantities of nails are manufactured. When a boy they used to be sold in small quantities by the hundred; and the terms fourpenny, sixpenny, etc., referred to such nails as were sold at fourpence, sixpence, etc., per hundred nails. The length of the nails of that day, that were so designated, was exactly the same with nails that are now known by those designations.

[*Correspondence of Repository.*]

**HABITS OF INATTENTION.**—If a child is habitually inattentive, the teacher must try to ascertain what causes have led to this bad habit. It will often be found, that it is attributable to the injudicious management of ignorant and careless parents; perhaps, also, to the faulty discipline, etc., of other schools. It will be found, also, that where gross inattention prevails, it is not the only fault; there will often be found associated with it dullness, indifference, absence of mind, etc. In fact, the faults of children are frequently only reflected images of the faults of character, etc., that predominate in the grown persons under whose influence they have been placed. Having ascertained the cause and extent of the evil, the teacher ought to apply himself to remedy it. One of the first steps will be to acquire the confidence of the inattentive one. The next thing will be to find out the kind of employment which is least irksome to him, and to engage him in it, and to take care that he pursues it with some degree of steadiness. If he can be brought to concentrate his attention upon any subject, a great step is gained, and by following it up judiciously, the bad habit of inattention may, in time, be quite overcome.—*Selected.*

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**MASTER AND SCHOLAR.**—“When I was a boy,” said an old man, “we had a schoolmaster who had an odd way of catching idle boys. One day he called out to us—‘Boys, I must have closer attention to your books. The first one of you that sees another boy idle, I want you to inform me, and I will attend to the case.’ ‘Ah,’ thought I to myself, ‘there is Joe Simpson that I don’t like. I’ll watch him, and if I see him look off his book, I’ll tell.’ It was not long before I saw Joe Simpson look off his book and immediately informed the master. ‘Indeed,’ said the master, ‘how do you know he was idle?’ ‘I saw him,’ said I. ‘You did, and were your eyes on your book when you saw him?’ I was caught, and never watched for idle boys again. If we are sufficiently watchful over our own conduct we shall have no time to find fault with the conduct of others.”

## PUBLIC SCHOOLS.

THE following extract from the last report of Mr. Philbrick, Superintendent of the Schools of Boston, is worthy of perusal and careful consideration. We wish its lessons might be heeded. The facts given are strikingly in favor of a good system of Public Schools.

"How far our system of public instruction supplies the educational wants of all classes in the community, the wealthier as well as the poorer, is a question of much interest and importance. From their first establishment, our schools have been free alike to the children of the high and of the low, and, for the purpose of maintaining them, every man is held subject to taxation in proportion to his property, without regard to the question whether he may or may not choose to avail himself of the advantages which they afford. A system of schools free to all, supported by the property of all, good enough for all, and actually educating the children of all, is an ideal perfection which we may perhaps never expect to become a reality. Private tuition will probably find patronage more or less extensive in every wealthy and highly educated community. But the public schools, in proportion as they are elevated and improved, take the place of private seminaries, in educating the children of the larger tax-payers; and as the proportion of large tax-payers who send their children to the public schools increases, the means provided for the support of these schools will be more and more liberal. These propositions are fully illustrated in the history of our system of public education. The reason why we can afford to sustain our schools on a scale so liberal, is found in the fact that they are so universally patronized by those parents who have the means to educate their children elsewhere. A comparison of the statistics of the public and private schools of Boston for the year 1817, with those for the present year, will exhibit our progress in this respect, which, I think, is without a parallel.

In the year 1817 the town of Boston was thoroughly canvassed under the direction of the School Committee, to ascertain the actual state of education. The result of this inquiry was presented in a carefully prepared report, which

was printed and circulated among the people. From this interesting document, it appears that the whole number of children in the eight public schools was 2,365, educated at the cost of about \$22,000. At the same time there were 262 private schools, supported at the expense of the parents, excepting eight, which were maintained by the charity of individuals. The number of pupils in these private schools was 4,132, and the expense of them, \$49,154. It appears that the number of pupils in the private schools was 174 per cent. of the number of those in attendance at the public schools, while the cost of the private schools was more than 200 per cent. of the cost of maintaining the public schools. If we turn to the statistics of the present year, we shall find a very different state of things. The whole number of pupils educated at the public expense is 27,081,—an increase of more than 1100 per cent. in forty-five years, while the number of pupils in private schools, other than schools of special instruction,—such as commercial schools for teaching book-keeping and penmanship,—is only about 1400, or 33 per cent. of the number in 1817, and 5 per cent of the number in public schools.

What stronger evidence than that contained in these statistics, can be desired to prove the success of our common schools in supplying the educational wants of the whole community? But the comparison of the two systems of education in respect to the cost of tuition, per scholar, exhibits no less striking results. At the former period alluded to, the annual cost per scholar in the public schools, was about ten dollars, and in the private schools about twelve dollars; now, it is fifteen dollars in the former, while it has risen to eighty dollars in the latter. So that while the cost of educating a scholar in the public schools has increased during the last forty-five years only about fifty per cent., the cost in the private schools has increased, in the same time, upwards of six hundred per cent. Such facts as these need no comment; they speak for themselves."

OFFICIAL DEPARTMENT.

REPORTS and returns have been received from nearly all the towns in the State. In quite a majority of cases, the returns have been full and have been promptly made. There are however a few towns which have not thus complied with the law. Duplicated blank forms have been sent to these towns this month, (November.) The Acting School Visitors are earnestly requested to fill out these blanks as soon as possible and return the same to this office. Where the exact amounts cannot be obtained from the district committees, the visitors should get the results as near as may be and mark them "estimated." It is very desirable that every town should be fully reported that comparative tables may be made which shall be exact, and truly represent the condition of common schools in the State.

The Acting School Visitors who made out their reports in full, and transmitted them to this department, promptly, have materially contributed to the means for the improvement of Common Schools.

DAVID N. CAMP, *Sup't. of Common Schools.*

NEW BRITAIN, November 20, 1862.

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LOCAL AND PERSONAL.

NEW LONDON.—We take the following from a late New London paper and rejoice that the good sense of the people of the city has prevailed and that the excellent high schools of the city are to be sustained:—

*The High Schools.*—For some months past it has been feared that the electors of New London, on account of the increased burdens of taxation resulting from the war, would fail to vote an appropriation for the High Schools this fall. When the vote was called up yesterday afternoon, its indefinite postponement was moved; but the Chairman of the meeting deciding that the motion was debateable, Hon. Henry P. Haven addressed the meeting. He was strongly in favor of the passage of an appropriation of twenty one hundred dollars. The whole sum asked for was a little more than the bounty for ten soldiers. The salaries of teachers and other expenses had been cut

down to the very lowest figure upon which the schools could be properly conducted. Mr. H. alluded to the advantages which had resulted to the town from these institutions of learning, and urged the voters, that now, just as there was a prospect of having a Navy Yard here, they would not vote down this appropriation and give League Island and Newport an opportunity to say that the people of New London would not give \$2,100 to sustain two high schools in their midst. The speaker was warmly applauded during his remarks, and upon his conclusion, the vote was almost unanimously passed. We congratulate our citizens on the fact that our town is still alive to her most vital interests.

**CHAPLIN.**—In a notice of this town, in our last, we alluded to the death of a friend of education. We should have given the name of Nathan Griggs and not Daniel A.

**WEST CORNWALL.**—The Litchfield County Institute was held at this place during the week ending October 25th. Nearly one hundred teachers were present from various parts of the county and an excellent spirit prevailed. Messrs. A. B. Palmer, W. C. Rogers and others were unwearied in their efforts to promote the objects of the Institute and the happiness of those in attendance.

On one afternoon a meeting of the Litchfield County Association of School Visitors met. The meeting was called to order by the President, Dr. Beckwith of Litchfield, and reports from various committees read and remarks made by Prof. Camp and others, and those present manifested much interest in the objects of the meeting. It would be well if other counties would imitate the example of Litchfield County.

**RIDGEFIELD.**—The Institute for Fairfield County was held at this place during the second week in November. About sixty teachers were present and the session was a pleasant one. Unfavorable weather tended to diminish the number in attendance. The Rev. Mr. Williams, Acting School Visitor, and Rev. Mr. Clark, and Mr. Northrop, members of the board devoted much time and attention to promoting the interests of the Institute. We should greatly rejoice to see a good graded school in this pleasant town. It would add much to its desirableness as a place of residence,—for there are but few pleasanter villages in the State.

**NEW HAVEN.**—We recently had the pleasure of spending an hour in looking through the various departments of this excellent school, of which George F. Phelps Esq., is principal. Though we spent but a few minutes in the several departments we were greatly pleased with the neatness of the rooms and with the general appearance of all that we

saw. There was everywhere observable good order, efficiency and good feeling. The public schools of New Haven are in good condition, and we hope soon to have the pleasure of visiting them all.

**UNION.**—An Institute was held at this place on the 4th and 5th November, and was attended by about sixty teachers. The hall in which the Institute met was crowded each evening of the session. As an indication of the interest of the people it may be stated that Mr. Corbin, and others, provided for the conveyance of about twenty teachers from the Mashapaug district, nearly three miles, and a large wagon drawn by four horses passed over the road morning, noon and evening for this purpose. Much credit is due to Mr. Wm. M Corbin, Miss Sarah A. Paul and others for special efforts to make the occasion one of interest to all. Union has furnished many worthy teachers and we hope the meeting of the Institute will be productive of good results to the teachers and schools.

**STAFFORDVILLE.**—An Institute was held here on the 6th and 7th. Owing to a severe storm the number in attendance was not large though the session was a pleasant one. The Rev. Mr. Vaill, and others rendered essential service in making arrangements &c.

**WATERBURY.**—The schools in this city are under the charge of A. Norton Lewis Esq., whose services are of great value and well appreciated. We were much pleased to find that very great improvements had been made in the school grounds, and that they now present a very attractive appearance. Mr. Lewis devotes himself with much enthusiasm to the interests of the schools and apparently secures the cheerful co-operation of all parties.

**BRIDGEPORT.**—E. F. Strong Esq., who has for several years most ably and satisfactorily filled the office of Principal of the High School in this city, recently resigned his situation and opened a private school. No man has done more than Mr. Strong for the cause of popular education in Bridgeport and we regret to lose him from the public service though we doubt not his own interests may be promoted by the change. Those in Bridgeport and vicinity who have sons to be educated may safely entrust them to Mr. Strong.

Mr. George E. McLean succeeds Mr. Strong in the public school and we learn that he is laboring acceptably. He has had considerable experience in Portland, New York and elsewhere and has been successful.

**NORMAL SCHOOL.**—The next term of this Institution will commence on the first Monday of January. Those desirous of attending should make early application to Hon. D. N. Camp.

*Special Request.*—We most urgently and respectfully request those of our subscribers now in arrears to forward the amount due as early as may be. The Journal is in need of every dollar due.

*To Correspondents.*—We are under the necessity of deferring some articles until our next. The communications on "Penmanship" and "Truth" are received and will appear in our next, probably.

S. J. WHITON.—Our readers will remember that this gentleman, one of the Associate Editors, sailed for Africa many months ago as a missionary teacher. Soon after his arrival it became evident that his constitution would not bear the climate and he was advised to return to his native country. In alluding to this he says—"It was far more of a trial for me to leave Africa than it was to leave my native land. But God's will be done."

Mr. Whiton has nearly recovered his health and will this winter teach in his native town,—Westford.

#### INDUCEMENTS FOR SUBSCRIBERS. 1863.

Common School Journal and Atlantic Monthly,	-	-	\$3.00
" " " " Harpers' "	-	-	3.00
" " " " Peterson's Ladies' Magazine,	-	-	2.00
" " " " Clark's School Visitor,	-	-	1.30
" " " " either of the State Journals,	-	-	1.75
" " " " Moore's Rural New Yorker,—(an excellent weekly paper.)	-	-	2.50

Payment for the above must be in advance, as we always send the pay with the order for any of the above. Payment for our own Journal is also expected in advance,—though we are willing to wait three months for such as find it inconvenient to remit in advance.

#### CONTENTS.—DECEMBER, 1862

State Teachers' Association,	-	-	-	-	-	341
Work but don't Worry,	-	-	-	-	-	347
Reply to Hints for the Times,	-	-	-	-	-	348
A Glimpse of African Schools,	-	-	-	-	-	353
What a Teacher should be,	-	-	-	-	-	357
Teaching Children to Lie,	-	-	-	-	-	358
Results of our Schools,	-	-	-	-	-	360
Rules for Young Teachers,	-	-	-	-	-	363
Public Schools,	-	-	-	-	-	367
Official Department—Local and Personal,	-	-	-	-	-	369
Inducements for Subscribers,	-	-	-	-	-	372

O SWEGO TRAINING SCHOOL  
FOR PRIMARY TEACHERS,  
ON PESTALOZZIAN PRINCIPLES.

This is strictly a professional school, embracing both *theory and practice*, in the most improved methods of teaching by *Object Lessons*. Miss M. E. M. Jones, a lady who has for the last fifteen years had charge of the training of teachers in the Home and Colonial Training Institution, London, one of the largest and best professional schools for teachers in the world, has been employed to take charge of the school. The class who have been in training for the past year, are now being invited to occupy the most important positions and the highest salaries. There is a very urgent and increasing demand for teachers trained in these methods—much greater than we are able to supply. This is the only school of the kind in the country, and as Miss Jones is only to remain this year, it is probably the best opportunity that will ever be offered in this country for teachers to become acquainted with this truly beautiful and philosophical system of education. The next term will commence April 17. The full course occupies one year. Terms \$24 for the course. Circulars will be sent to those who desire further particulars. Address,

**E. A. SHELDON,**

Sec. Board Education, Oswego; N. Y.

Oswego, February 20, 1862.

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The attention of School Directors and Teachers is respectfully called to a  
SERIES OF  
**WALL MAPS FOR SCHOOLS,**

BY

**PROFESSOR ARNOLD GUYOT,**

Which will shortly be published by

**CHARLES SCRIBNER,**

**124 Grand Street, New York.**

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More particular information will be given on application to the publisher.

**AGENTS WANTED.**

April, 1862.

## ROBINSON'S SERIES OF MATHEMATICS,

Published by IVISON, PHINNEY & CO., 48 & 50  
Walker Street, New York.

The most Complete, Practical, and Scientific Series of Mathematical Textbooks ever published in this country.

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# VINDICATED!

### A Reply to Messrs. Brewer & Tileston's late Pamphlet and Advertisement.

THE charge of "falsehood" so lavishly bestowed upon me on the part of Messrs. Brewer & Tileston, publishers of a rival series of Readers, would not, in its results, be very serious, even if such assertions should pass unnoticed. Too much notoriety has already been given to Hillard's Readers and Worcester's Spellers, by being brought in contact with meritorious works of a similar nature. The Progressive Books, by Town and Holbrook, gain nothing by such notoriety, as they are too well known to require the bolstering assistance emanating from a source, one prominent object of which is to keep "fresh before the people" the fact that Hillard's Readers and Worcester's Spellers are not yet out of print.

The assertion of "falsehood" will be clearly seen, I trust, to rest upon the heads of those who have serenely laid themselves down under the darkened shadow, displayed in an *extraordinary* effort to vindicate the "Truth," while the very evidence, plainly deducible from their own acknowledgments, goes far to convict them of misrepresentation.

In the "Massachusetts Teacher" of November, present, and in a pamphlet, entitled "Truth Vindicated," appear articles over the signature of Brewer & Tileston, which neither do justice to myself nor reflect honor upon their authors. "Truth Vindicated" contains twenty-eight pages, twelve of which appear to be a eulogy on Hillard's Readers and Worcester's Spellers. The larger portion of the recommendations embraced therein, however, came from the State of Ohio, where Hillard's and Worcester's Series no sooner had their birth than their moral and practical characteristics developed themselves; and they were strangled in the attempt to breathe pure atmosphere. As it is my intention to offer proof of my "assertions," in this reply to Messrs. Brewer & Tileston, I would respectfully refer those interested in the "increased popularity of Hillard's and Worcester's Series"

in Ohio, to Messrs. J. B. Smith & Co., of Cincinnati.

Now, turning my attention to the article in the "Massachusetts Teacher," and presuming it is the intention of its authors to reprint it in other equally able Educational Journals of the day, I will call attention to the following table of comparative size and cost, given in the "Even Exchange" circular (with such corrections as I hereafter refer to), which circular was issued by me, June 20th, though bearing date June 16th, 1862:—

	No. pages.	Wholesale.	Retail.
Hillard's First Class Reader,	552	.67	\$1.00
" Second "	278	.45	.67
" Third "	182	.34	.50
" Third Primary Reader,	236	.25	.38
" Second "	120	.17	.25
" First "	72	.12	.18
Worcester's Speller,	180	.17	.25
	1620	\$2.17	\$3.23

*Correction.*—To the Second Class Reader, 58 pages, and to the Third Class Reader 46 pages of "other matter" should be added; 40 pages of which are the same in each book. But after giving the series credit for these additions and repetitions, it will be seen that the aggregate number of pages is still less than in the Progressive Series.

Hillard's Series, to make it complete, has a Fourth Class Reader (price 42 cents), and a Primary Speller (price 13 cents), *in addition to the above-named books*, thereby requiring a greater outlay on the part of the pupil using this series, while nothing is gained by the study of such additional matter.

	No. pages.	Wholesale.	Retail.
Progressive Fifth Reader,	504	.67	.88
" Fourth "	324	.50	.75
" Third "	304	.38	.50
" Second "	208	.25	.30
" First "	112	.15	.20
" Primer "	64	.10	.13
" Speller & Definer,	108	.10	.13
	1744	\$2.15	\$2.80
Total number of words in Worcester's Speller,			8,286
" " " " " Progressive "			13,911

We have here shown that the corresponding books, alone, of the Progressive Series contain more pages than Hillard's and Worcester's Series, while the latter two are much more expensive; and, if we add the extra cost of the two books above named, we have the unnecessary sum of *eighty-eight cents* to be expended for every set of Hillard's and Worcester's Series. The comparison between Worcester's and the Progressive Speller is significant; the former, containing only 8,286 words, costs *twenty-five cents*, retail, and the latter, containing 13,911 words (all common words in the language), costs *thirteen cents*, retail.

It is shown by the preceding table, that the sum of *two dollars eighty-nine cents*, the retail price of the Primer, First, Second, Third, Fourth, and Fifth Readers and the Speller, is the total expense to which the scholar is subject in the adoption of the Progressive Series.

I quote from the "Teacher":—"Mr. Ellsworth introduces into his table the Progressive Speaker as an optional book with the Fifth Reader, but excludes its cost from the table of prices."

O consistency! Will Messrs. Brewer & Tileston have the candor to give the Progressive Series due credit for the number of pages the "Speaker" contains, if they intend to include it in the table of prices? Our table neither shows the number of *pages*, nor includes the *price* of the "Speaker." Every one knows, that where the Fifth book is in use, the Speaker cannot be, since both books are intended for the most advanced class in school, their use being optional with the teacher.

Falsehood *number one* is uttered by Messrs. Brewer & Tileston, when they say, "It is not necessary to use the two extra books embraced in Hillard's and Worcester's Series (viz., Hillard's Fourth Class Reader, costing *forty-two cents*, retail, and Worcester's Elementary or Primary Speller, costing *thirteen cents*, retail), for these books can be omitted, as they generally are," &c. I shall show this last quotation, however, to be *nearer* the truth than any other portion of their infamous sheets, bearing upon every page unblushing falsehoods and veiled deception. Now, these two books must have a meaning; they must have been intended for *something*; and they should fill a space no other books of Hillard's and Worcester's Series can, to be of any practical use. One is the pivot book of a series of Readers, leaving a broken link, if omitted; the other is a Primary Speller, without which (in country schools especially) Worcester's large Speller (retailing at *twenty-five cents*, while it contains only about half the number of words embraced in the Progressive Speller, which retails at *thirteen cents*) cannot be successfully used.

The fact that schools are "not graded," is no reason why the scholars should not have the full benefit of all the matter to be obtained in the adoption of a well-graded series of text-

books. Country schools, because they are "not graded," we are led to understand, or may plainly infer, do not receive the full benefit of Hillard's and Worcester's Series, in their adoption. This is not the case with the Progressive Series; and hence the great success of these well-graded and practical books—books issued about the same time as Hillard's Series, yet numbering in their adoption twenty towns to Hillard's one. As I propose to give proof, my introductory Ledger, with accounts settled and unsettled, and my reports, received from various towns within the last six months, are at the service of any one doubting my statement.

In Messrs. Brewer & Tileston's computation of "Other Matter," these gentlemen even out-Herod Herod. In their eager efforts to swell the size of their books, they have resorted to counting the *blank or fly-leaf* of one of their Readers, and of twice taking into their account of "other matter," *forty* pages of Hillard's Third Class Reader, for the same forty pages, word for word, are repeated in Hillard's Second Class Reader, a higher book of the series.

And this is not all. These introductory exercises, most of which are *twice* repeated in the series, having neither form, comeliness, nor practicality, may, perhaps, be found quite as useful in the hands of pupils as so many pages of Latin, Greek, or Choctaw to merely English scholars. But this wily deception, so plainly manifest on the part of Messrs. Brewer and Tileston, I will not include in my table of *falsehoods*, simply allowing it to pass as a specimen of one of their *white lies*. How commendable and ennobling the exertion, displaying such tenderness of conscience, and such a degree of honesty!

The "other matter," referred to in Hillard's Series, will be found, on examination, to be composed of material very properly classed under that head; and it most conclusively shows the author's *impractical* ideas of what is one of the indispensable requisites in a series of Readers for school use.

In the preface of the "Third Class Reader," it is taken for granted that some *teachers* will not understand this "other matter;" and well may such apprehensions arise, for it evidently is too obscure and unintelligible even on the subject of Orthoepy, the *only* subject presented in any number of the series, to be of benefit to a teacher who knows but little of the subject; and it is equally useless to one who thoroughly understands it, because it is for the most part altogether impractical. What, then, shall be said of its adaptation to Third or Fourth Class readers, children of ten or twelve years of age, for whom it is designed?

Now, while the subject of Orthoepy should have been more briefly and familiarly treated, exercises in the other departments of elocution ought not to have been omitted. The

justice of this criticism will be obvious from the following extracts:

Page X. "The *indefinite* and *extendible* elements are sometimes called *CONTINUANTS*; and the *abrupt*, *EXPLODENTS*."

Page XI. "The *abrupt subtonics*, when fully articulated separately, have, at the precise moment after the *OCCLUSION* is suddenly broken, a short and obscure vocal sound, which is called a *volute*."

Page XV. "The *volute* of an *atomic* should not be made vocal; nor that of a *subtonic overdone*."

In the Progressive Series, Messrs. Brewer & Tileston ignore *eighty* pages in the Third Reader, *one hundred thirty-six* in the Fourth, and *two hundred fifty-four* in the Fifth, embracing in all every department of elocution, and **THREE HUNDRED PAGES** of peculiarly appropriate and illustrative reading-matter, all of which, according to their judgment, comes under the head of "other matter,"—thus modestly offsetting in their table the most valuable portions of the three higher books of the Progressive Series, by frankly acknowledging, but at the same time attempting to hide the *deficiency* in Hillard's Series, in which they claim only *ten* pages of "other matter" in the First Class Reader, *fifty-eight* in the Second, and *forty-six* in the Third. The want of "other matter," embracing all the departments of elocution, practically arranged and illustrated, the ground-work of every practical and successful series of Readers, is one of the many weak points in Hillard's Series.

To falsehood number two, the preceding is believed to be a full and satisfactory refutation.

As one evidence of a "sorry confession, relative to changes made in Hillard's Readers," on the part of Messrs. Brewer & Tileston, I offer the fact that the author has expunged from the late editions of one Reader a certain *immoral* and otherwise objectionable piece. I refer to his selection of "Midshipman's Pranks," in which the dog Shakings is said to take improper liberties with an officer's newly polished boots; and because this "ugly, dirty beast of a dog" is expelled from the ship, the old sow and all the pigs on board are put in mourning, by tying bits of black bunting to their legs. "The row which ensued in the pig-sty was prodigious," &c. &c. "How debased the mind that can invest so pure and beautiful a passage with an impure meaning!" See *Truth Vindicated*, page 4.

The exclusion, also, of a certain sectarian piece, entitled "The Three Friends," may or may not offend a few members of our Boston School Committee; while no one would be surprised if the omission of the Roman Catholic piece of poetry should create opposition in another direction.

The only happy medium, gentlemen, is to let such subjects entirely alone, giving high-toned moral and practical lessons, and carefully excluding from your books all pieces from which inferences of a low, vulgar, and "sensual character" are sure to be drawn. I care

not where such objectionable pieces may be found, whether in the writings of American or English poets. Much as I admire the writings of Shakespeare and other authors referred to in your scurrilous "*Truth Vindicated*," allow me to say, that the "figures" I referred to in my "*Even Exchange*" the authors have drawn from *real life*. It matters not how little or how much the writers may have embellished the background, they have accomplished one object in a masterly style; and there is no "dishonesty, and fitful, fraudulent trickery," in perceiving the *idea* such figures will unavoidably suggest.

In the construction of sentences, Hillard's Readers are still open to criticism (as many of the sentences can not be properly reconstructed without making new plates), notwithstanding the alterations made in the late revision of the series, in which over one hundred grammatical, sentential and other errors were corrected, in accordance with the suggestions made in the "*Critic Criticised*," and published by Bazin & Ellsworth more than three years ago, *in reply to a criticism* on one of their publications.

#### Falsehood number three.

"In the matter of price," says the "*Teacher*," "it is an established custom of publishers to give *nominal retail prices* fifty per cent. in advance of the wholesale prices. This may be called the *catalogue retail price*; but it is well known that the actual retail price of school books is always much less than the catalogue price. Yet Mr. Ellsworth has the disingenuousness to give the *catalogue price* of Hillard's Readers, and the *actual retail price* of the Progressive Series."

The writer of the above could not have uttered a more gross and willful falsehood had he just emerged from the depths where "all liars find their part." *I copied from the publishers' catalogue the wholesale and retail prices of each series.* Your very "*Truth Vindicated*," Messrs. Brewer & Tileston, convicts you of falsehood. See pages 17, 18, and 19.—"A First Class Reader by George S. Hillard, 12mo., 528 pages (a few pages have since been added.) Price \$1.00, &c. &c.!" and yet you claim that your retail price, after all, is only 88 cents.

You have attempted to draw off attention to this fact, by skulking into a corner, with no curtain of honesty to hide your picayune acts, and there showing how many pages of reading and "other matter" Hillard's Series furnish for "one cent." No such miserable subterfuge will shield a design "conceived in sin and born in iniquity." My "*catalogue*," "*nominal*," and "*actual retail price*," is the price I publish to the world, and the *only* price I charge for my books at retail. I have never deceived the pupil or the parent by giving "*nominal*" prices to enrich the merchant. I do not charge the sum of *one dollar* on my catalogue to be shown the scholar, for the sake of making friends with the "*mammon of unrighteousness*." Messrs. Brewer & Tileston may make such discounts to the "trade" as they choose; this will not protect the pupil

from imposition. The following proof of falsehood *number three*, will, I trust, be satisfactory to every one:—

BOSTON, NOV. 1, 1862.

OLIVER ELLSWORTH, ESQ.

Dear Sir: In answer to your inquiry as to what is considered the *retail price of a book*; I would say, that I understand the retail price of any book to be that which the publisher of the book puts in his catalogue or "trade list" which he issues for general distribution and guidance, in juxtaposition to the wholesale price; and it is so considered by the "trade" everywhere. If it were not so, why publish these catalogue prices? What do they represent when a long and short price is given in a circular or catalogue, but wholesale and retail prices?

Reference to the catalogue of Messrs. Harper & Brothers, Lippincott & Co., D. Appleton & Co., Ticknor & Fields, Little, Brown & Co., R. S. Davis & Co., Gould & Lincoln, Ivison & Phinney, Brewer & Tileston, and, in fact, the catalogue of every publishing house in this country, shows this fact.

(Signed) WILLIAM LEE,  
Formerly, PHILLIPS, SAMISON & CO.  
Late, CROSBY, NICHOLS, LEE & CO.  
Present, LEE & SHEPARD.

I know no other retail prices for my books than those charged in my circular, the object of which is to prevent exorbitant charges, as the general tendency is to exceed the ordinary price in this respect. In the opinion expressed by Mr. Lee, I cheerfully concur.

(Signed) JOHN L. SHOREY,  
Publisher of Sargent's Standard Series.

We consider our published retail prices, contained in our catalogue, the usual prices at which our publications should be furnished to scholars.

(Signed) CROSBY & NICHOLS.  
GOULD & LINCOLN.

I consider the statement, as made by Mr. Lee, entirely correct.

(Signed) F. A. BROWN.

The undersigned, publishers of Greenleaf's Series of Mathematics, fully concur in the opinion expressed by William Lee.

(Signed) ROBERT S. DAVIS & CO.

We coincide in the opinion expressed by William Lee. (Signed) CROCKER & BREWSTER.

Such an array of testimony as the above, so clearly fastening *deception* and *falsehood* upon Messrs. Brewer & Tileston, should convince every recipient of a copy of "Truth Vindicated," that something more than their mere *assertions* will be necessary, hereafter, to satisfy the public. But, in the purchase of Hillard's and Worcester's books, let school committees demand "fifty per cent. discount" from Messrs. Brewer & Tileston's "nominal," "catalogue," "retail prices," and merchants and booksellers "govern themselves accordingly."

From the "Teacher," again:—

"Indeed, Mr. Ellsworth states some of his prices less than they actually are. He gives the Progressive Speller at 13 cents retail, while in many places it retails at 17 cents, and very rarely less than 15 cents."

If the Progressive Speller retails at 15 or even 17 cents, after my publishing to the world that the price is 13 cents, I can only say, that pupils get much nearer a full equivalent for their money than when they purchase Worcester's two spellers, retailing at 38 cents, or even his large speller at 25 cents, for they get a book containing *more of the essential elements of a*

good speller, in a much higher perfection. The wholesale price of the Progressive Speller is also exceedingly low, when compared with Worcester's, since it contains nearly double the number of words embraced in Worcester's large book, and sells for about one-half the price.

The little time allowed me for reply to the two efforts of Messrs. Brewer & Tileston, that have just made their appearance, is my only apology for not going more fully into the proof of the declarations contained in the "Even Exchange" circular, *every one of which is true*. Mr. Swan's denial of his remarks to me creates no surprise in this community. Every teacher and bookseller in Massachusetts, who has any personal acquaintance with Mr. Swan, knows that he has many times acknowledged the fact that he is the author or compiler of the Primary books of Hillard's Series.

Let us quote Mr. Swan's letter, and compare the same with the evidence hereafter presented.

BOSTON, Sept. 24, 1862.

"In relation to the statement purporting to be made by Oliver Ellsworth, in regard to Hillard's Readers, so far as it relates to me, I have to say that it is wholly false. The charge is not only untrue in itself, but the statement that the 'facts in regard to the use of Mr. Hillard's name came from' me is also false.

(Signed) W. D. SWAN."

Mr. Hillard, in his letter to Messrs. Swan, Brewer & Tileston, under date of July 3, 1862, says:—

"There is something flattering to one's self-love in the impression that my name is worth buying; but I cannot rest silent under the charge of having been base enough to sell it. . . . The readers in question were compiled exclusively by me, with the exception of the *Introduction on Reading, Enunciation, and the Training of the Vocal Organs*, which appears in the Second, Third, and Fourth Class Readers, &c.

(Signed) G. S. HILLARD."

I certainly wish to do Mr. Hillard no injustice. What I have stated in my "Even Exchange" is founded not only upon my conversation with Mr. Swan, as stated, and the evidence of others who have conversed on the same subject with both of the above-named gentlemen, but on the evidence of those who, when this question of *veracity* comes before a proper tribunal, will convince Mr. Hillard and Mr. Swan that the assertions made on my part had their origin in *acknowledgments which they themselves have made*. I therefore *retract nothing*, reserving my chief evidence for a future occasion, trusting that the following proof will assure those who have received my former statements, that I have been strictly truthful in making the same.

The "flattery," which Mr. Hillard's "self-love" may have experienced by such assertions, is very properly confined to the individual himself; and the "silence," now broken, on his part, under the charge of "having been base enough to sell" his name (this is his language, not mine), gains nothing for his cause by the crutched defense made, either by

himself or one of his former publishers. Such statements fall to the ground when tested by the strength of evidence, and that, too, on the part of one so well known throughout the country. Therefore, no eulogy from my pen is necessary to sustain the high social and Christian character enjoyed on the part of the Rev. Mr. Tilton. This is but one of many witnesses I have it in my power to present; but this, alone, is sufficient to fully sustain the assertions referred to.

BOSTON, Nov. 8, 1862.

"MR. OLIVER ELLSWORTH.

"DEAR SIR: In reply to your favor, regarding a personal interview I had with the Hon. George S. Hillard, allow me to say, that at the time Hillard's Series of Readers was being compiled, I called upon Mr. Hillard, and incidentally referred to the books in question, calling his attention to Webster's orthography as being the standard, and generally adopted throughout the country, at the same time asking him if it would not be to his advantage to adopt the Websterian orthography. Mr. Hillard remarked that he had nothing to do with that matter; that he was only aiding Mr. Swan in compiling the Readers, and that he did not know that he should have anything to do with the series beyond the books then published.

"Yours truly,  
D. TILTON."

From Messrs. Brewer & Tileston's "TRUTH VINDICATED": —

"A correction of SUNDRY FALSEHOODS and MISREPRESENTATIONS in a circular signed by OLIVER ELLSWORTH, and addressed to SCHOOL SUPERVISORS, COMMITTEES, and TEACHERS of the State of Maine."

"The following letter, corroborating the above, (Mr. Tilton's testimony), will settle the matter regarding the statement alleged to have been made" by Mr. ELLSWORTH: —

\* \* \* \* November, 1862.

"OLIVER ELLSWORTH, Esq.

Dear Sir: In reply to your letter of the — inst., I would say that I cannot recall precisely what Mr. Swan said about Hillard's Readers. My impression is that he said that he himself prepared several of the lower books of the series, and that Mr. Hillard had nothing to do with the preparation of the series except with one or two of the higher books.

I have no wish in any way to become involved in this controversy.

Yours respectfully,

I, Oliver Ellsworth, of the city of Boston, Publisher, on oath declare and say, that the above is a true copy of a letter received by me from one of the most prominent educational men of New England. I withhold the name of the writer on account of the wish expressed by him in the letter itself.

OLIVER ELLSWORTH.

I hereby certify that the above is a true copy (except the omission of date and signature) of the original letter as compared by me this day.

November 8, 1862.

(Signed) W. W. COWLES,  
Notary Public.

"Truth Vindicated" is a worthless, slandering apology, — avoiding the question at issue, or else elevating old ones in such forms as to be easily stripped of their disguise. None but those akin to old "Original Sin" would issue a "hand-bill" containing such an array of self-convicting evidence.

The system of espionage, the late "firm" of Swan, Brewer & Tileston have carried on, has given them an undue advantage over me in procuring early reports. A letter directed to

Mr. Swan, while at New Bedford, will explain itself, — the original of which I have seen, and can publish if required. It unmasks an arrangement I never supposed so many "honorable" gentlemen would engage in.

The letter emanates from the younger Tileston, announcing the receipt of one of the "Even Exchange" circulars (which Mr. Tileston terms "Ellsworth's circular") some days before its issue from the office of Rand & Avery, printers, and, in fact, before one hundred copies of the circular had been printed.

This interesting letter contains the following: "The Ellsworth circular is not yet issued. It may be he will change his mind, and not send it. The person bringing us the copy does not wish to be known in the matter." The letter is in the hand-writing of the young gentleman referred to; but, fortunately for another party, notice is given that "father has not yet returned."

Messrs. Brewer & Tileston publish the vote of the Boston School Committee in reference to the "Progressive Speaker" (by D. B. Tower), by which a few books of that number of the Progressive Series, then used in a few of the East Boston schools, have been displaced by Hillard's First Class Reader. But they do not inform the public, that within the past year the Hon. William D. Swan, then one of the publishers of Hillard's Series of Readers, called upon D. B. Tower, of this city, author of the "Progressive Speaker," to engage his hand and employ the workings of his brains to revise his (Swan's) old Readers.

If Mr. Swan's ideas were very exalted in regard to the practicality of Hillard's books, why not employ the gentleman who has lately announced that he "alone is responsible for the contents" of Hillard's Readers as they originally appeared? What did Mr. Hillard say soon after the "Critic Criticised" was issued? Not until the corrections had been made in his Readers to the extent of adopting nearly every suggestion found in the "Critic," and not until sufficient time had elapsed since its issue to bring about a general change in the appointment of new men as members of school committees in various towns, has Mr. Hillard been heard from; neither have the publishers, so commendable for their sagacity, until now, attempted a reply.

Have Messrs. Brewer & Tileston informed those who have been the favored recipients of a copy of "Truth Vindicated," as well as a copy of the "Teacher" referred to, that Dr. Brewer, a member of that "firm," is a member of the Boston School Committee? Have they intimated that this same gentleman has button-holed nearly every teacher in this vicinity using the Progressive Speaker, and very "disinterestedly" urged the adoption of an inferior book, known by the "flattering" title of Hillard's First Class Reader? Has any notice been given that the Boston schools,

in using Hillard's books, follow the orthography of Worcester's Dictionary, and that the "firm" of Brewer & Tileston are the publishers, also, of this late revision of Walker? Do they publish, in vindication of "Truth," the fact of my never having called on a teacher, member of the School Board, or parent of a pupil attending the Boston schools, or that my agents, or the authors of any book I publish, have never done so, to ask that the Progressive Speaker might be retained? Do Messrs. Brewer & Tileston give notice that the books of the Progressive Series follow Webster's orthography, the acknowledged standard throughout this country, and would be in *this city* were it not for local influences constantly at work? But enough of this.

The general plan of Messrs. Brewer & Tileston is—and so, too, it has been the custom of the preceding "firm"—to obtain the privilege of having their publications entered upon the list of books *permitted to be used by teachers* in a town, and then to announce this as an adoption, "either in part or whole, of Hillard's Series." I refer more particularly to the schools of the city of New York, in which Hillard's books can not be found, probably, in more than one school out of a hundred. Any books may thus be added to the "list" by publishers making application. Hillard's books *were partially adopted* by the schools of Philadelphia, and *displaced almost immediately*.

While stating that Hillard's and Worcester's Series are "increasing rapidly," Messrs. B. & T. are careful not to announce that they are *decreasing* still more so. They refer, in various circulars, to Cleveland, New Bedford, Manchester, Biddeford, Fryeburg, Bangor, and many other towns, as using Hillard's or Worcester's Series, while scarcely a book of either kind can be found in their schools.

On the twenty-first page of Messrs. Brewer & Tileston's pamphlet, David Worcester, Esq., Superintendent of schools, Bangor, Maine, a relative of the *author* of Worcester's Dictionary and "nominal" author of Worcester's Spellers, gives his approval of Hillard's Series; and, from his recommendation, some persons would naturally suppose those books are now in use in the schools of that city. Hillard's "First Class Reader," the only book of the series ever authorized by the school committee of Bangor, has been lately displaced by the adoption of the "Progressive Speaker;" while Worcester's Speller has been discarded altogether, and the Progressive Speller, in connection with the Progressive Series of Readers, is now in general use in the schools of Bangor.

"Our pamphlet," says the "Teacher," "is worth sending for, if for no other reason than to show the merits of the individual who sets himself up as the critic of Shakespeare, Longfellow, Tennyson, Browning, and Hillard."

That Mr. Hillard is not beyond criticism,

will be readily seen by sending for a copy of the "Critic Criticised," or Key to Hillard's Readers as they originally appeared. "Our pamphlet," also, "is worth sending for, if for no other reason than to show the merits," &c. Who does not know that there are many passages in Shakespeare not exactly suitable for a school reader? Why do the publishers of Hillard's Readers avail themselves of the many corrections pointed out in the "Critic Criticised," and yet possess the brazen impudence of calling me to an account for so kindly suggesting them?

In regard to the "vote of the New Hampshire Board of Education," I need only say, that it adopted *all* the books of the Progressive Series necessary for the use of the common schools of the State. Few books, comparatively, higher than the Progressive Fourth Reader, ever find their way into the common schools of New England.

In reply to B. & T.'s statement in reference to "Vermont," I will simply remark, that the Board of Education, in adopting the Progressive Series of Readers, could not adopt the Speller, as only a few pages had been electrotyped at the time the decision was made; and therefore the "Vermont Speller" was adopted. The Progressive Speller, however, has since found its way into many of the towns of the State. Worcester's large Speller was also adopted for High schools, but has since been found to be too impractical in its arrangement, and much too expensive, for use.

Maine has now the Progressive Series in use in nearly every town. Massachusetts is divided between the Progressive Series, Sargent's, Town's old, Lovell's, Tower's, Russell's, and a few of Hillard's. Connecticut and Rhode Island are divided in nearly the same proportion as Massachusetts, with Hillard's little in use.

The schools of Providence, Rhode Island, announced as having adopted Hillard's Series, have always used more books of the Progressive Series than they have of Hillard's. Portions of both Series were adopted; but many teachers have discarded Hillard's, even preferring Shakespeare to the compilation of his distinguished Boston compeer. Messrs. B. & T. also claim that Hillard's and Worcester's books are in general use in several other towns, viz: Portland, Augusta, Richmond, Thomaston, Wiscasset, Waldoborough, &c., in some of which only *one book* of the series is used, while in others but a *partial* introduction of the series has been made.

Such is the state of book-matters in New England. And since Messrs. B. & T. have referred to the "increased use of Hillard's Series," as being the motive for my issuing the "Even Exchange" circular, or, as termed by Mr. Tileston, the Ellsworth circular, and in the same breath declare that their books are not so "unpopular and declining" as to induce them to make any "wholesale offers of even exchange" (see Massachusetts Teacher,

November number, 1862), it will not be unbecoming in me, I trust, again to present proof of questionable veracity on their part, as they appear to forget entirely to-day what has taken place but yesterday. The following is a specimen of many letters recently received:—

WILTON, MAINE, Nov. 3, 1862.

MR. ELLSWORTH.

Dear Sir: \* \* \* We can have Hillard's Readers and Worcester's Speller put into all our schools at "even exchange." I prefer your Readers and Speller (meaning Town and Holbrook's) although I am obliged to pay for them. Respectfully yours,

J. R. EATON.

In the following named towns, the "increased" use of Hillard's and Worcester's Series appear to have been seen through a reflector:

WATERBORO', ME., Nov. 6, 1862.

The Committee of this town voted *unanimously* to adopt the Progressive Series in place of Hillard's, now in use. (Signed) S. K. HAMILTON, Chairman.

MAYSVILLE, ME., Aug. 25, 1862.

We have authorized the use of the Progressive books in the schools of this town, in place of Hillard's Series.

(Signed) T. M. RICHARDSON, Supervisor.

MONTICELLO, ME., Nov. 3, 1862.

We have authorized the use of the Progressive Series in place of Hillard's and Worcester's.

(Signed) C. STACKPOLE, Com.  
C. S. PITCHEB, Com.

PRESQUE ISLE, ME., Nov. 3, 1862.

We have authorized the use of Town and Holbrook's Series (Progressive) in all the public schools of the town, in place of Hillard's.

(Signed) MOSES ROSS,  
D. B. PIKE, Com.  
D. STICKNEY, Com.

THOMASTON, MAINE, Aug. 20, 1862.

\* \* \* We have decided to adopt the Progressive Readers, by Town and Holbrook, in place of Hillard's, now in use.

(Signed) C. PRINCE,  
Chairman.

MANCHESTER, N. H., Oct. 1862.

\* \* \* The School Board of this city authorized the adoption of the Progressive Speller, in place of Worcester's. We shall require from fifteen to eighteen hundred. The Progressive Readers are in use in all of our schools, giving entire satisfaction.

(Signed) J. O. ADAMS, Supt.

STONINGTON, CT., Jan. 20, 1860.

At a meeting of the Board of School Visitors of the town of Stonington, holden at the house of Elder S. S. Griswold, Jan. 20, 1860, for the purpose of examining school books with reference to their introduction into our district schools, it was voted, —

1. That there are *serious objections* to the further use of Mr. Hillard's Readers in our schools.

2. That we approve of Town and Holbrook's Progressive Series of Readers and their Speller, and recommend their introduction into our schools as soon as practicable.

3. That those of Hillard's now in the schools be exchanged for Town and Holbrook's.

S. S. GRISWOLD,  
Chairman of the Board of Visitors.

The names of forty-one other towns, all in New England, where school committees have come to similar conclusions, during the past three months, can be given, if desired, to show the "increased popularity of Hillard's and Worcester's Series;" while I challenge B.

& T. to publish the names of over three towns, in which the Progressive books have been displaced within the past six months by the adoption and introduction of Hillard's and Worcester's Series, even though gross misrepresentations have been resorted to, and their "Free Circulating Library," in the form of a Worcester's Quarto Dictionary, covers not only the track of every agent in their employ, but the foot-prints of those who have displayed in this respect a generosity worthy of a better cause.

What reply do Messrs. Brewer & Tileston make, after calling me a "liar," a "publisher of falsehood," one who "garbles," "guilty of travestyng," &c., when it is here so fully proved that Hillard's Series is on the "decline"? And what think these high-minded publishers of the "impure mind" of the author of the "Even Exchange," as they meditate on the preceding votes?

The publishers of Hillard's and Worcester's Series must adopt some other mode than "guerilla warfare," if they would be successful in their present vocation. Until then, the author of "Even Exchange" "will be happy to correspond with committees and teachers" who are desirous of getting rid of "poor books foisted upon towns by importuning agents," among whom the following is a fair specimen:

PORTLAND, ME., June 9, 1862.

Friend —. I understand the "firm" of Bazin & Ellsworth have *smashed*, and that they will not be likely to come up to the letter of their agreement in exchange of Readers. If they do not, you are under no obligations to them. I think you had better let the Progressive slide. I will furnish you *Hillard's and Worcester's on EVEN EXCHANGE*, if you desire it. \* \* \* I think you would find it to your advantage to take our Readers, or at least not to take the Progressive.

(Signed) GEO. N. JACKSON.

In my estimate of the total number of pages in Hillard's Readers, an error was inadvertently made in not including the introductory or "other matter" in two books of the series. The number of pages was taken from the last page of each book of both the Progressive Series and Hillard's. The author of the latter, however, it seems did not, for some reason, consider the introductory or "other matter"—which, he *admits*, was prepared by another person—worthy of enumeration with the reading-matter, and hence my mistake. But even with this "other matter," and the *blank leaves* included, the corresponding numbers of the Progressive Series contain more pages than Hillard's, and, when used, are a saving of *eighty-eight cents* on each entire set of the books.

"No member of the 'firm' of Swan, Brewer & Tileston," says "Truth Vindicated," "had the least connection with this measure, "(the late enactment by the Legislature of Maine in regard to school-books), either in favor of or against it. We knew not that such an enactment was proposed until it had been adopted." If Messrs. S. B. & T. intend to say, that they had *no interest* in the passage of this law; that Mr. Brewer did not visit Au-

gusta on that business; that their agent did not use what little influence he could exert to carry the same through the Legislature; that Mr. Brewer, in his late visit to Lincoln and Knox counties, did not assume to be the *expounder* of the new law, and attempt, though without success, to convince certain school officers that it required an *absolute change* of books in every town not using Hillard's and Worcester's Series, and that therefore the Progressive Series, in general use, and giving entire satisfaction, throughout the State, *could not be established* in accordance with the true intent and design of its provisions,—an exposition that could not have been dreamed of by the Legislature, but one unwittingly bringing to light a deep-laid scheme to revolutionize the school-books of the State, the main-spring of which is this new law, and one, too, pointing unmistakably to a familiarity with its origin, then, I say, they utter another *deliberate falsehood*.

Stung with disappointment by the practical workings of this law in Maine, it being *directly the reverse* of what he anticipated, Mr. Brewer next made a visit to the residence of a member of the New Hampshire Legislature, in order to obtain a similar school-book law to the one recently enacted by the Legislature of Maine, with the necessary emendations to suit his purpose; and he would doubtless have been successful, had not timely warning been given to the true friends of education, and his selfish and interested motives exposed. This is *appointment number two*.

It is doubtless because of these *signal failures* of Messrs. B. and T., to *suppress*, by *law*, the use of Town and Holbrook's Progressive Series in the States of Maine and New Hampshire, and to *establish* the use of Hillard's and Worcester's Series in the same, that they, with all the apparent innocence of "angels of light," so pitifully claim the public sympathy in the very first line of their pamphlet, by stating that "a gratuitous and unprovoked attack" has been made upon them and certain of their publications by the author of "Even Exchange."

Does a *deliberate and studied attempt* of this nature to do *me* so great a pecuniary injury, and the *schools* of these two States a still greater injury, simply because it was *unsuccessful*, lose its moral turpitude or criminality, ac-

cording to the system of morals in which these gentlemen were schooled? If so, I certainly think that they need the kind sympathy of friends; and I most sincerely commend them to the tender commiseration of those who will teach them a different kind of ethics.

It will at once occur to the school committees and teachers of New England, that Messrs. B. & T.'s pamphlet, and their advertisement in the "Massachusetts Teacher," made their appearance at a moment when the authors supposed it impossible for any refutation of their falsehoods and misrepresentations to be prepared, or any vindication of "Progressive assertions" made, in time for distribution previous to the opening of the winter schools. However this may be, I am thankful that the question at issue does not depend upon the statements and denials of Mr. Hillard, Mr. Swan, or Messrs. B. & T., but upon the *comparative merits of the two series*, which have been rivals for public favor from infancy to manhood. The Progressive Series, in keeping with its title, has been constantly growing in favor with the people, and, within the last twelve months, has so rapidly increased in popularity, that it has nearly or quite doubled its previous yearly sales.

I regret the necessity of again appearing before the public in self-defence. But having been personally attacked, and accused of making statements "unqualifiedly untrue," in Messrs. B. & T.'s "mendacious circular," just issued, "I could not rest silent." And I regret still more, that a full and complete vindication of "truth," on my part, seemed to demand a somewhat personal reply.

With all the preceding facts before the public, sustained as they are, on my part, by the most *unquestionable* testimony, I am quite willing to let every unprejudiced reader decide for himself whether "a gratuitous and unprovoked attack" has been made upon Messrs. B. and T., in the "Even Exchange" circular (or any other ever issued by me), or whether it contains a single "fabrication," or a single "accusation" in which "there is no truth whatever, not even the smallest shadow of truth;" and here I leave the question for the present.

OLIVER ELLSWORTH.

BOSTON, Nov., 1862.

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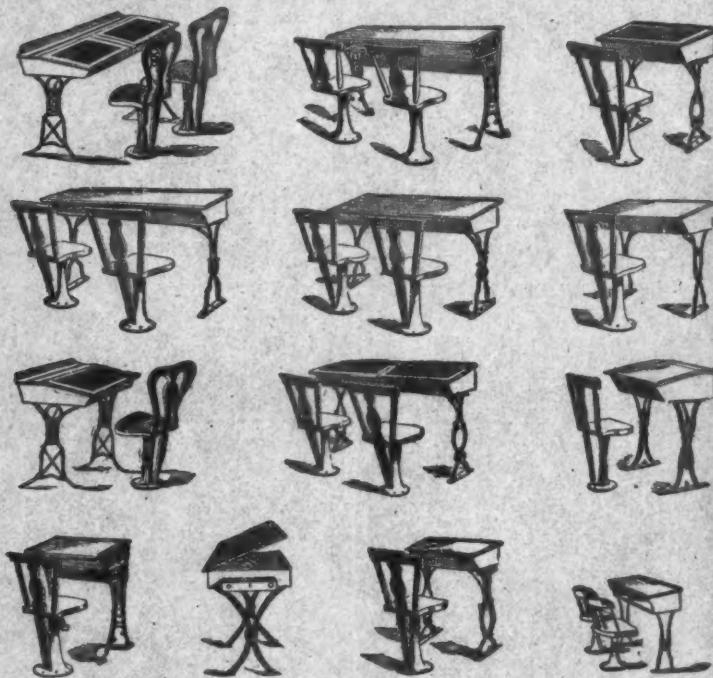
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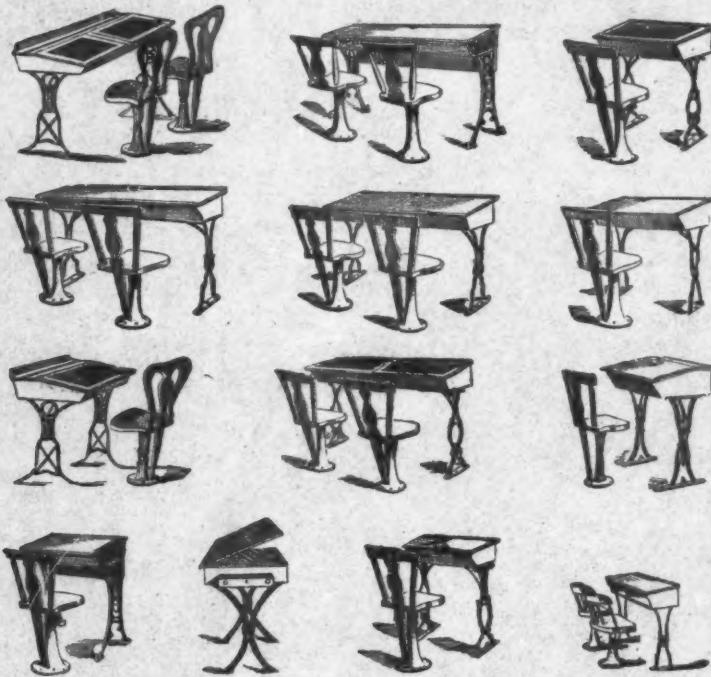
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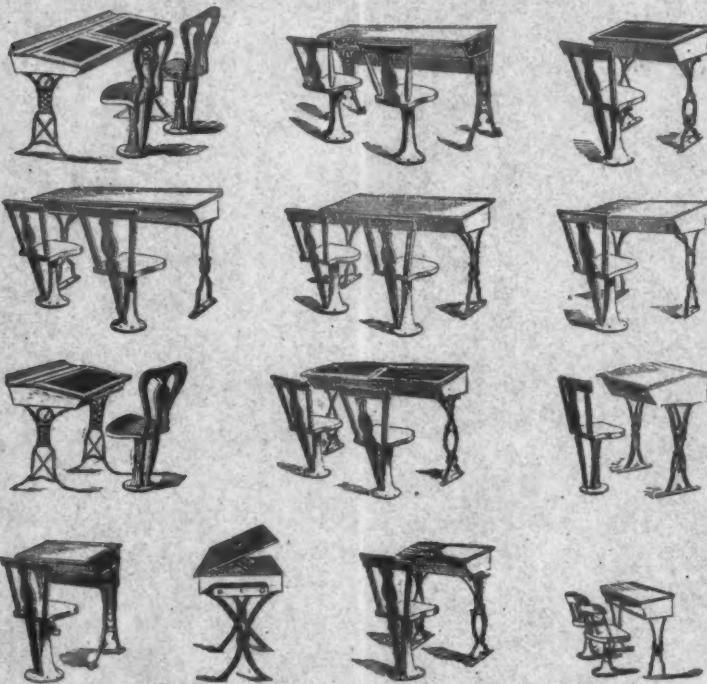
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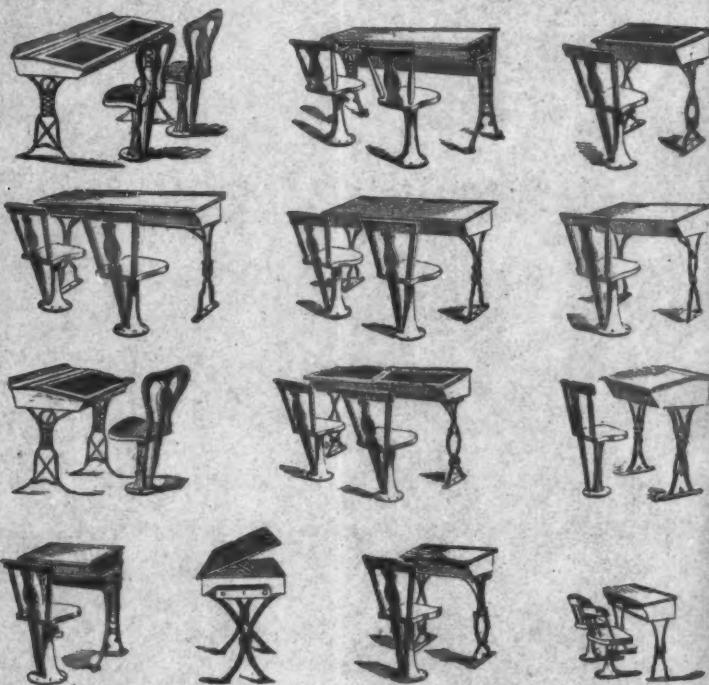
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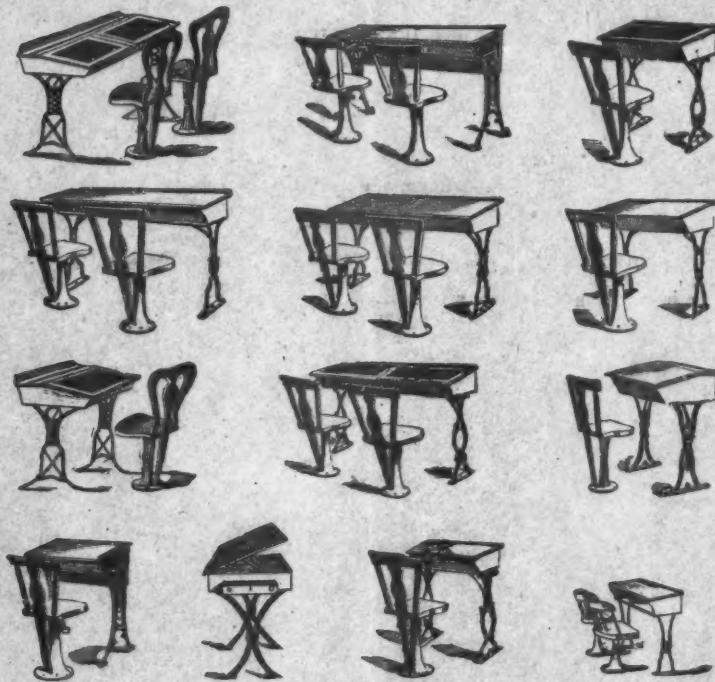
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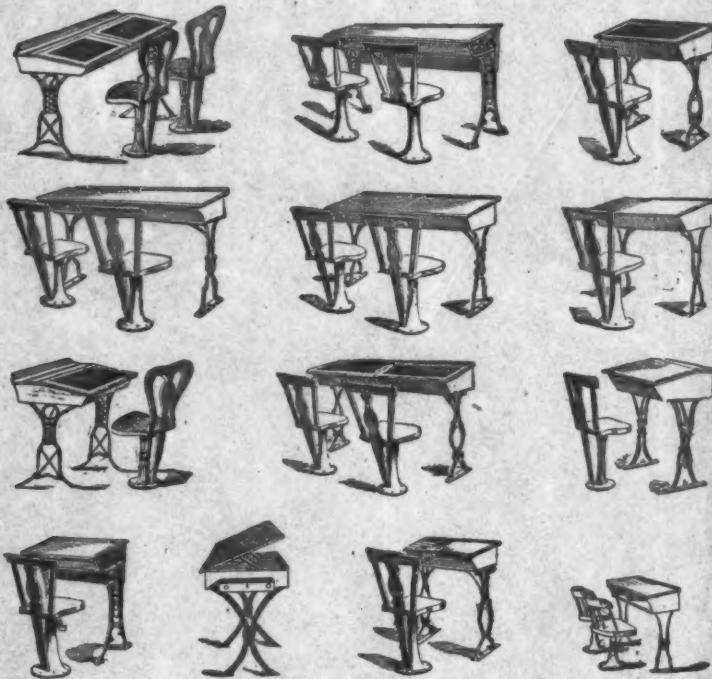
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Vol. XVII., AUG. & SEPT., 1862.

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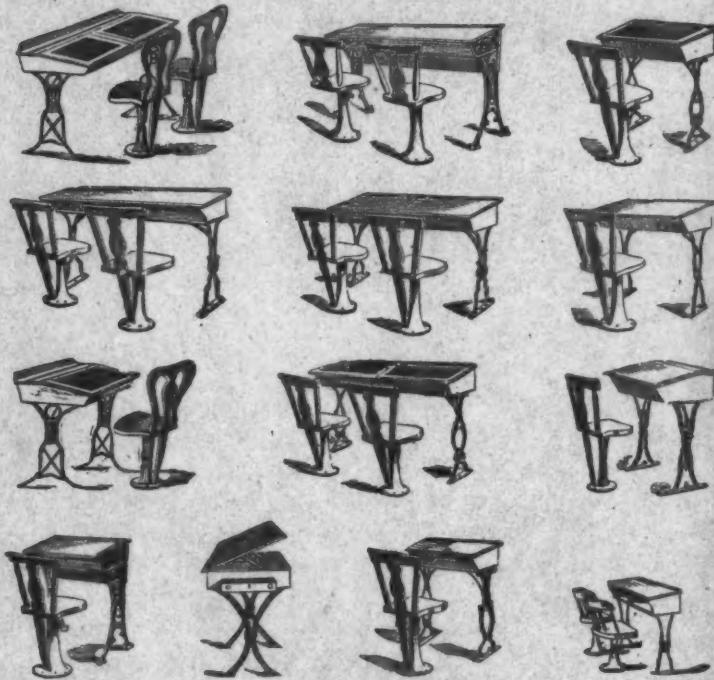
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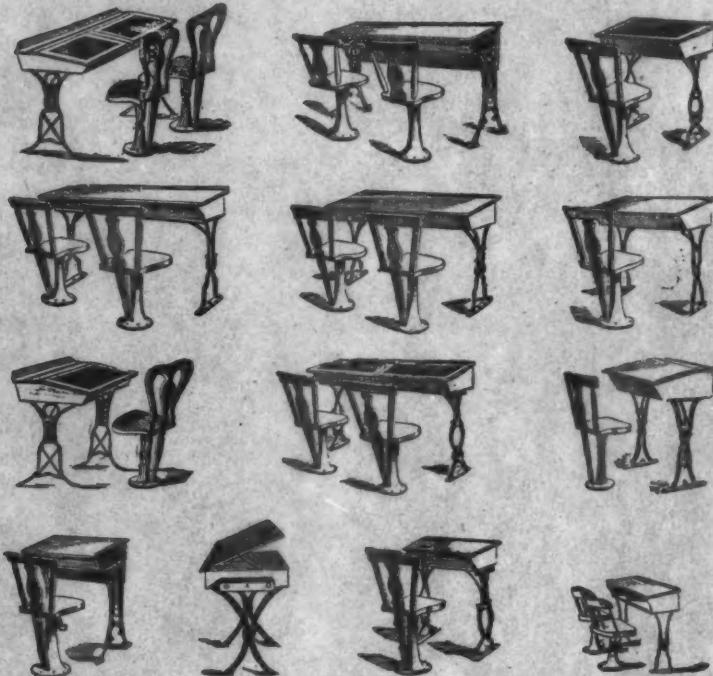
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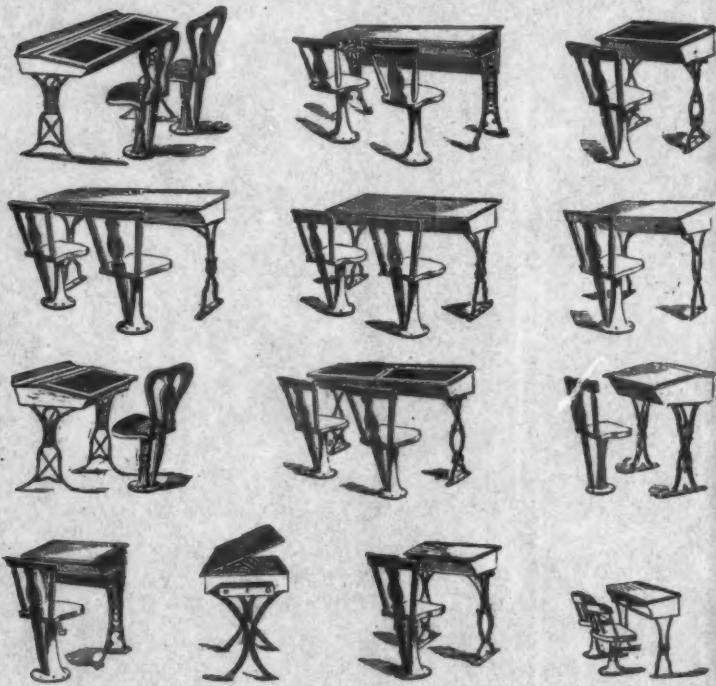
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Vol. XVII., DECEMBER, 1862.

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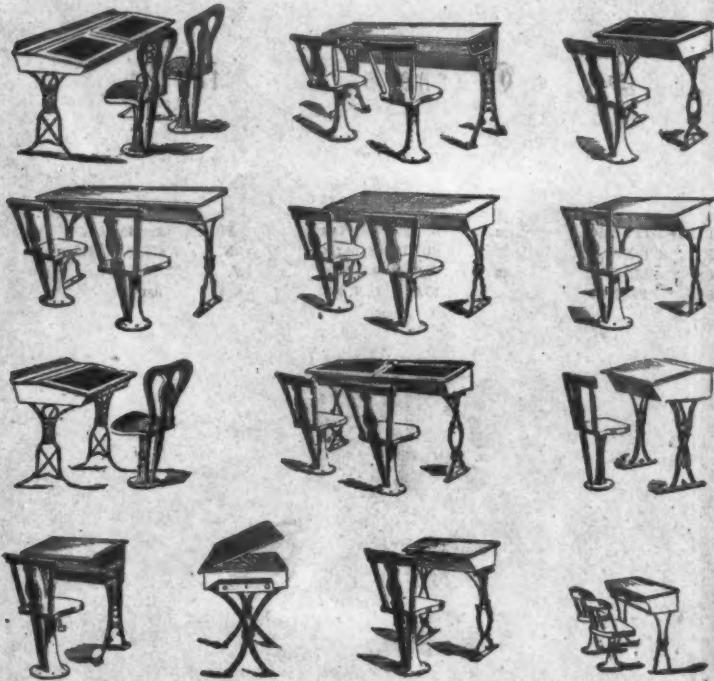
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The undersigned also manufacture MELODEONS and HARMONIUMS, in great variety of styles and sizes, at prices varying from \$45 to \$500; full descriptive catalogues of which will be sent to any address upon request.

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July, 1862.

15